

OMAHA PUBLIC SCHOOLS.

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ANNUAL REPORT

—OF THE—

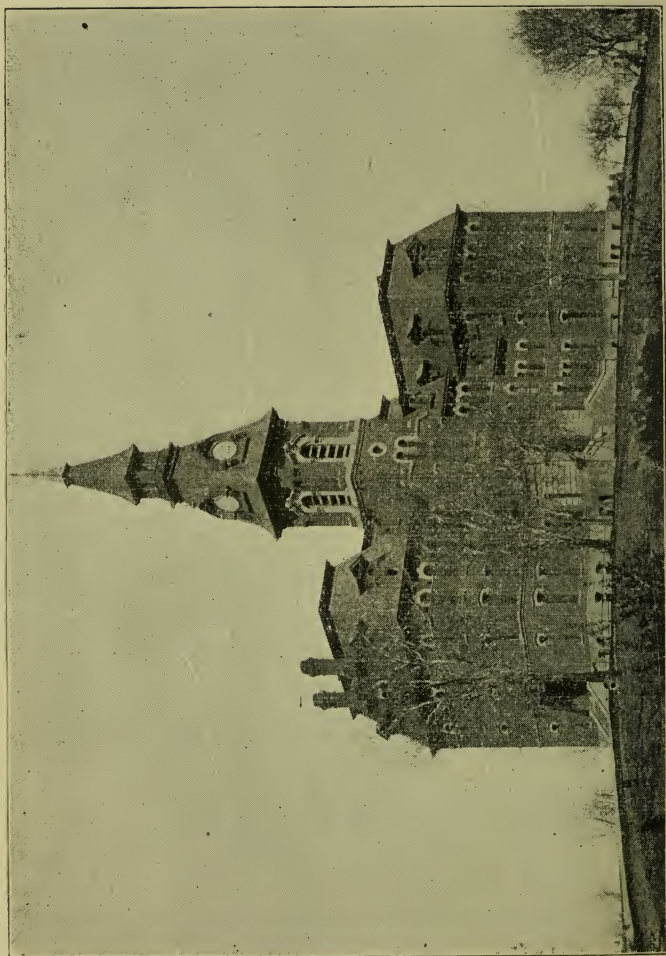
BOARD OF EDUCATION

—FOR THE—

YEAR ENDING JUNE 30th, 1896.

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1896.  
OMAHA PRINTING CO.



HIGH SCHOOL—30 Rooms.

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# ROSTER OF HIGH SCHOOL REGENTS AND MEMBERS OF THE OMAHA BOARD OF EDUCATION, 1869-1896.

REGENTS OF THE HIGH SCHOOL		WHEN ELECTED	YEARS IN WHICH THEY SERVED																				
Davis, Thomas	April, 1869	1869	Resig ned, Jan. 22, 1870.	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889
Frost, George W.	April, 1869	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890
Kellom, John H.	April, 1869	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890
Konitzer, Augustus	April, 1869	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890
Saunders, Alvin	April, 1869	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890
Van Nostrand, James W.	April, 1869	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890
Woolworth, James M.	April, 1869	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890
Burt, C. W.	January 22, 1870	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891
Low, W. W.	1870	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891
Lake, George B.	1870	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891
Wakeley, Elazer	1871	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892
MEMBERS OF THE BOARD OF EDUCATION																							
Banner, Theodore	April, 1872	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Boehme, Adolphus	April, 1872	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Burkley, Vincent	April, 1872	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Conover, Chas. M.	April, 1872	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Crofton, James	April, 1872	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Drake, Elmon	April, 1872	1872	1873	Resig ned, Aug. 11, 1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892
Edgar, John T.	April, 1872	1872	1873	Resig ned, July 7, 1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892
Hall, Thomas F.	April, 1872	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Hamilton, Chas. W.	April, 1872	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Kennedy, Howard	April, 1872	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Rodman, Joseph	April, 1872	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Saunders, Alvin	April, 1872	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Contant, Chas. K.	April, 1873	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
Harpster, David	April, 1873	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
Morris, James	April, 1873	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
Shedley, P. P.	April, 1873	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
Holden, Chas. A.	July 21, 1873	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
Stephens, William	September 1, 1873	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
Mogath, Jas. G.	December 26, 1873	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
Clark, Hugh G.	April, 1874	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895
Hughes, W. H. S.	April, 1874	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895
Kennedy, B. E. R.	April, 1874	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895
Lytle, J. W.	April, 1874	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895
McConnell, Robert	April, 1874	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895
Ruth, John	April, 1874	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895
Long, E. K.	April, 1875	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896
McKoon, M. G.	April, 1875	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896
Morrell, John	April, 1875	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896
Mudhall, William	April, 1875	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896
Steer, J. R.	April, 1875	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896
Newman, H. C.	July, 1875	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896
DeWeller, John B.	October 16, 1875	1875	1876	1877	1878	1879	188																

# BOARD OF EDUCATION,

SCHOOL DISTRICT OF OMAHA, NEB.

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## OFFICERS.

1896.

IRA O. RHOADES, President. Office in Purchasing Department Union Pacific Headquarters. Residence, 1313 S. 28th St.

THOMAS E. CRAMBLET, Vice President until June 15. Residence 2621 Capitol Ave.

F. B. LOWE, Vice President after June 15. Residence, 5104 N. 23rd St.

J. M. GILLAN, Secretary. Office, 505 City Hall. Residence, 4316 Grant St.

A. G. EDWARDS, Treasurer. Office, first floor, City Hall.

CARROLL G. PEARSE, Superintendent of Instruction. Office, 508 City Hall. Residence 502 S. 21st Ave.

H. J. BANKER, Superintendent of Buildings. Office, 1817 California St. Residence, 1707 Center St.

CHAS. P. SOUTHARD, Storekeeper and Inspector until May 22.

JAMES K. COOKE, Storekeeper and Inspector after May 22. Office, 1217 Jackson St. Residence, 3423 Mason St.

GEORGE W. COVELL, Attorney. Office, 525 New York Life Building. Residence, 1201 S. 32nd St.

## MEMBERS OF THE BOARD.

1896.

AKIN, HENRY C., residence, 525 S. 31st St.

ANDERSON, WILLIAM H., residence, 2618 Caldwell St.

BANDHAUER, F. W., residence, 1908 S. 12th St. Office, with City Treasurer, City Hall.

\*CRAMBLET, THOMAS E., residence 2621 Capitol Ave.

DAVIDSON, C. R., residence, 4201 LaFayette Ave. Office, 508 S. 10th St.

DENNIS, GEORGE L., residence, 1402 S. 29th St.

EDWARDS, JONATHAN, residence, 3155 Farnam St. Office, with City Clerk.

GILLESPIE, JOHN A., residence and office, at the Institute for Deaf.

GRATTON, CHARLES H., residence, 4726 N. 39th St. Office, 908-910 Jones St.

IREY, G. G., residence, 24th and Davenport Sts. Office, with County Treasurer.

JOHNSON, ALBERT W., residence, 2412 Corby St. Office, 1331 N. 16th St.

JORDAN, RICHARD C., residence, 1518 S. 10th St. Office, 508 S. 10th St.

LOWE, F. B., residence, 5104 N. 23rd St.

LUNT, ALFRED J., residence, 1551 N. 19th St. Office, 825 New York Life Building.

\*PIERSON, JOHN L., residence, 1034 South 30th Ave.

RHOADES, IRA O., residence, 1313 S. 28th St. Office in Purchasing Department Union Pacific Headquarters.

TUKEY, ALONZO P., residence, 2541 Chicago St. Office with Park Commission, City Hall.

\*Resigned June 15th, 1896.



## STANDING COMMITTEES.

1896.

The first gentleman named on each of the following committees is chairman of the same.

BOUNDARIES: Bandhauer, Edwards, Gratton.

BUILDINGS AND PROPERTY: Tukey, Gillespie, Gratton, Johnson, Bandhauer.

CLAIMS: Anderson, Ireys, Bandhauer.

FINANCE: Dennis, Tukey, Johnson, Lowe, Akin.

HEAT AND VENTILATION: Jordan, Lunt, Anderson.

HIGH SCHOOL: Gillespie, Jordan, Edwards, Ireys, Davidson.

JUDICIARY: Lunt, Dennis, Ireys.

KINDERGARTEN: Edwards, Davidson, Tukey.

RULES: Ireys, Johnson, Dennis.

SALARIES: Johnson, Gillespie, Edwards.

SPECIAL INSTRUCTION: Lowe, Anderson, Lunt, Jordan, Dennis.

SUPPLIES: Gratton, Lowe, Lunt, Akin, Anderson.

TEACHERS AND EXAMINATIONS: Davidson, Gratton, Tukey, Jordan, Akin.

TEXT BOOKS AND COURSE OF STUDY: Akin, Bandhauer, Lowe, Gillespie, Davidson.

## SPECIAL VISITING COMMITTEES.

Members will pay especial attention by occasional visits to the schools placed opposite their names as follows:

AKIN: Dupont, Ambler, Eckerman.

ANDERSON: Long, Cass.

BANDHAUER: Bancroft, Forest, Vinton.

DAVIDSON: Walnut Hill, Webster, Kellom.

DENNIS: Windsor, Mason.

EDWARDS: Davenport, Leavenworth.

GILLESPIE: Dodge, Sherman, West Side.

GRATTON: Central Park, Monmouth Park, Druid Hill.

IREY: Columbian, Comenius.

JOHNSON: Omaha View, Franklin, Clifton Hill.

JORDAN: Lincoln, Pacific, Train, Gibson.

LOWE: Saratoga, Fort Omaha, Lothrop.

LUNT: High School, Lake.

RHOADES: Park, Farnam.

TUKEY: Central, Castellar, Manual Training.

## BOARD MEETINGS.

The Regular Semi-Monthly Meetings of the Board are held on the first and third Mondays of each month in the assembly room on the fifth floor of the City Hall.

## CLERKS.

Secretary's Bookkeeper, Helen Sharp, residence, 1034 So. 30th Ave.

Superintendent's Clerk, Etta Miskimins, residence, 3020 Cass St.

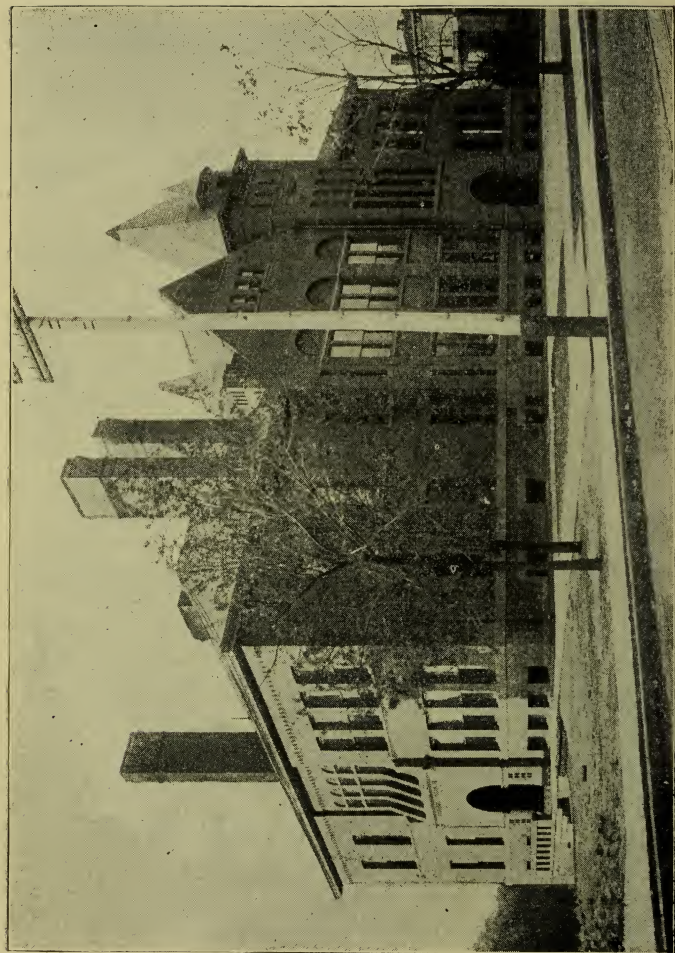
## EXAMINING COMMITTEE.

Mr. E. C. Page, Dr. W. F. Milroy, Miss Anna Foos.

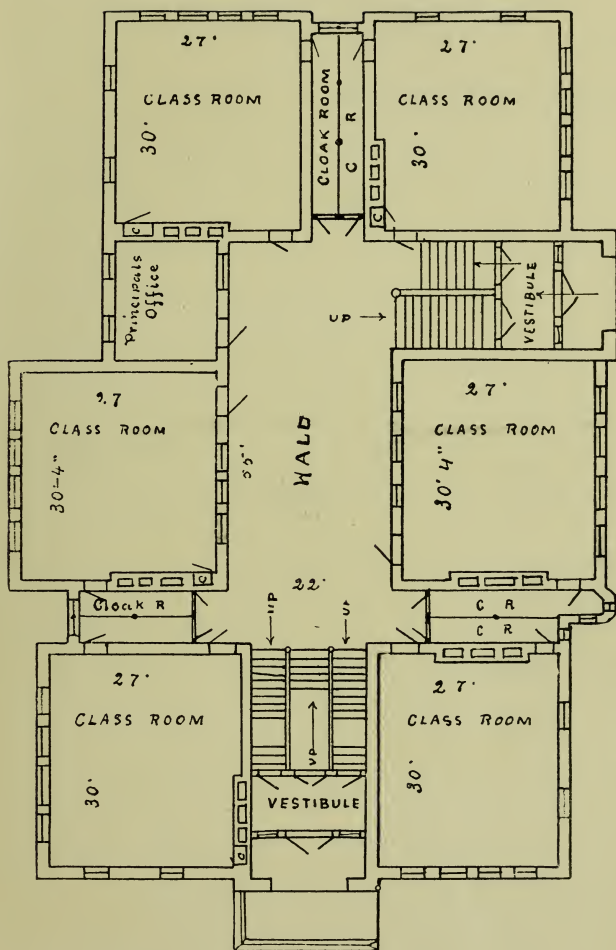
## SALARIES OF OFFICERS AND CLERKS.

Superintendent of Instruction.....	per annum, \$3,600
Secretary .....	“ 1,800
Superintendent of Buildings .....	“ 1,800
Storekeeper and Inspector .....	“ 900
Attorney .....	“ 500
Secretary's Bookkeeper.....	“ 840
Superintendent's Clerk .....	“ 840





CENTRAL SCHOOL—12 Rooms.



FIRST FLOOR PLAN OF CENTRAL SCHOOL.





## PRESIDENT'S REPORT.

OMAHA, July 6, 1896.

To the Board of Education, Omaha:

In submitting the annual report for the school year ending June 30th, 1896, I wish to especially call your attention first to the detailed statements of receipts and expenditures as tabulated by the Secretary. I do not desire to take up your time with a repetition of details which are shown by the Secretary in his report, but would like to especially call your attention to the average attendance and resources during the past few years, in order that some idea may be had of the large increase we have had in attendance and enrollment, and the large decrease of resources.

The average attendance during 1891-2 was 10,379, and the resources of the Board that year were \$459,598.62, of which \$249,000.00 was derived from saloon licenses. The average attendance during 1892-93 was 10,786, and the resources that year were \$460,891.79, of which \$246,000.00 was derived from saloon licenses. The average attendance during 1893-94 was 11,573, and the resources were \$407,573.00, of which \$224,000.00 was derived from saloon licenses. The average attendance during 1895-96 was 12,630, an increase of 1,057 to 2,251 pupils over preceding years, and the revenues during 1895-96 were \$355,945.53, of which \$195,000.00 was derived from saloon licenses. This was a decrease from 1893-94 of \$51,627.47 in resources, and a decrease from 1891-92 of \$103,653.09. On a basis of \$459,598.62 resources for 10,379 pupils in 1891-92 and other years in same comparison, the Board should have had resources to the amount of \$559,276.48

for the average attendance of 12,630 in 1895-96. Instead of this we had \$103,653.09 less, although we had 2,251 more pupils to educate.

#### SUPERINTENDENT OF INSTRUCTION.

Last year the Board deemed it necessary to make a change in the office of Superintendent, and Mr. C. G. Pearse was elected Superintendent of Instruction. That its action was wise, has been demonstrated by the efficient manner in which Mr. Pearse has conducted the work of the office, and the money he has saved the Board by his untiring efforts. Accepting the position under the most adverse circumstances; when the Board was divided, the teachers discouraged and the people prejudiced, he has by strong executive ability and disciplinarian powers obtained the unanimous support of the entire Board and the hearty co-operation of teachers and principals. By economical management he has increased the ratio of pupils per teacher by consolidations and transfers, and reduced the expenses of his department to the lowest possible limit.

During the year classes will gradually decrease in numbers, and unless they are rearranged, transferred and consolidated, the per capita cost will rapidly increase.

This is a matter that has received the Superintendent's careful attention, and the low ratio and cost per capita is due to this alone.

#### SECRETARY, SUPERINTENDENT OF BUILDINGS AND CUSTODIAN.

Have carefully investigated the different departments of the Secretary, Superintendent of Buildings and Custodian, and desire to congratulate the Board upon the highly efficient manner in which the business of the Board is being transacted.

The work of the Secretary and his department should be highly commended. He has inaugurated a system of accounting by which the accounts and records of the school district are accurately kept and information readily obtained. He has attended strictly to business and is thoroughly conversant with all the details of his work. All the books and records are well written, neat and tidy and filed with care and accuracy.

The stock of the Custodian is well kept and arranged in a systematic manner, and a complete record kept of all business transacted by his department. The coal is carefully inspected and weighed, and I consider from past experience that this item alone, since the adoption of this system, has saved the Board a large amount of money.

The work of the Superintendent of Buildings has been varied. In the discharge of his duties he has labored faithfully for the interests of the schools alone and has saved money in the work he has performed. During the past year a large amount of repairing has been done, desks revarnished, kindergarten tables built, etc., and in every case it has cost the Board less than heretofore. He has been economical in the purchase and use of materials and supplies, and especially the item of labor, expending it only when absolutely necessary. In the superintendence of janitors he has carefully watched the item of fuel, and the records show that money has been saved in that direction based upon the quantity used. The Board has acted wisely in re-electing Mr. Banker to this position.

#### SALARIES.

The question of salaries has been agitated and discussed by every one. Those who have questioned the alleged high salaries paid by the School Board to teachers and principals are as a rule the ones who have known the

least about it, and who have not even taken the time to investigate. There is no use denying the fact that the School Board can employ teachers at \$40.00 per month, but it must be recognized at once that we will have forty-dollar teaching. We can increase the efficiency of the schools by employing high-grade instructors, or we can lower the standard by employing cheap ones. The question is to what extent should the Board go toward maintaining a first-class school system. Without quoting statistics, which are a matter of record, I need only refer you to the salaries paid in cities of our size, which prove the fact that we are not only paying low salaries, but that we are even far below the average. Especially is this so with regard to salaries paid for supervision. Cities like Kansas City are paying principals of 16-room buildings \$1,800 per year, while we pay but \$1,400.

We cannot expect to keep in our employ first-class teachers and pay less salary than neighboring cities of like size. A high-grade instructor can always obtain a position, as she can easily be transferred to some position occupied by one who is inferior; but it is nearly an impossibility to get rid of poor teachers, even when School Boards are aware of that fact. This constant agitation of salaries has had a demoralizing effect upon the teachers and principals. We have lost some of our best teachers during the past year, who have accepted positions elsewhere at a higher salary. It will be a long time before we will be able to regain what we have lost by these resignations, occasioned from the filling of their positions by weaker teachers. Before any criticisms are made in this direction I would respectfully urge that investigations be made into the salaries paid elsewhere.

A wrong impression seems to prevail in reference to salaries of teachers. A teacher is quoted as receiving the maximum salary of \$70.00 per month, which for the past two years has only been paid for nine months.



This makes a total of \$630.00 for the year, or \$52.50 per calendar month. A teacher cannot find employment during vacation, and the salary she earns during the nine months of school must last her for twelve months. The minimum salary is \$40.00 per month for nine months is \$360.00, or \$30.00 per calendar month. On these princely (?) salaries (which I am sorry to say a large number of our citizens have insisted should be reduced) the teachers are obliged, to not only provide an education for themselves, but are expected to fit themselves to teach all the special branches, work hard during school hours and after school hours, prepare their work from day to day outside of the regular hours, attend lectures and subscribe for educational journals, discipline children, not only during school hours, but before and after, and attend to all the petty wants and needs of the pupils; keep them neat and tidy, teach them everything that a child should learn, and be unjustly criticised if they fail. In fact, perform the work of a teacher, parent, and Sunday school teacher to 40 to 50 children a day for \$30 to \$52.50 per month. I am not exaggerating or mis-stating this in the least, and am satisfied that the parents and patrons of the school are, as a rule, terribly ignorant of the vast and undefinable duties of a teacher, and what they are really expecting of them. This is discouraging to the teachers, and they feel keenly the unjust criticisms of a large number of the people who are endeavoring to lower their salaries and underestimate their value.

#### NORMAL TRAINING SCHOOL.

In connection with the question of salaries, would call your attention to the report of the Supervisor of Teachers' Training School. This school has accomplished a vast amount of good in elevating the high standard of our teaching corps, and at the same time encouraging the

educational development of home talent. It has provided the schools with teachers, who have been thoroughly drilled in all modern methods, and who have been recognized by our different Superintendents and Principals as some of our best teachers. This has been done at no additional cost to the Board, as far as their training is concerned, and of financial benefit when employed after their graduation. These teachers have been employed at a salary of \$40.00 per month, their salary being increased \$5.00 per month for each year of experience, while new teachers employed from other cities who have had experience not as valuable, have received a salary under the rules of \$50.00 to \$70.00 per month, according to experience. Notwithstanding the action of the Board in reference to the Training School, I firmly believe a step backward has been taken in this direction. Nearly every Board of Education in New York State has adopted this system of training teachers. In New York and in all other states where a normal training school is maintained, the Superintendents in the different cities have declared them to be the best producer of high-grade teachers. This can be verified by examining their annual reports.

#### MANUAL TRAINING.

I desire to commend to your favorable notice the work being done by the Manual Training Department. In order to thoroughly appreciate this department it should be visited day by day and the progress of the pupils carefully watched. The eye and hand is not only developed, but the brain at the same time, and it is wonderful to watch the original and scientific developments, as the pupils progress from one department to another in this school. The results of their skill and labor have been on exhibition a number of times and their work has been highly spoken of in all parts of the country where it has been exhibited.



So satisfied am I of the results in this direction that I would recommend that the Board consider the enlarging of that department in order to provide for the increased enrollment which we have been unable to admit to this department.

#### MUSIC AND DRAWING.

These branches of study have accomplished so much good for the pupils and the schools, that the Board is to be congratulated on retaining them in the course of study. If those who have been decrying these studies as fads would investigate carefully the benefits the pupils are deriving from them, and the small cost to the tax payer, I am satisfied they would consider them as essential to the course of study as any of the common branches.

The exhibits made of the drawing in the different schools have been highly spoken of by every one, and the results accomplished is satisfactory evidence that it is being well taught. If the parents and those interested would visit the schools and listen to the musical work being done by the pupils they would have a different idea of how this branch of study was being taught. They are taught even in the first grade to read music by sight, and to read it correctly both as to sound and expression. They are so thoroughly drilled in the tone that they are able to tell what it is and to make it just as quick as they can tell their alphabet. Pupils in the third and fourth grades are reading music as well as those who have received individual instruction outside of school. There has been a constant fight waged against the teaching of music in the schools by those who have never visited the schools and know nothing whatever of the good it is accomplishing at such a small cost. One of the leading educators of England recently stated that "the study of the art of singing at sight involves as much mental discipline and culture as the study of Latin." Music in our schools is taught in this

way, and not merely given to the children as an amusement or a pastime, as some people suppose. The development of these qualities in the child's nature brings out the fine sensibilities and emotions and drills him thoroughly in all the instincts not developed by other studies.

#### KINDERGARTEN.

There has been the same war waged against the Kindergartens. They have been called fads, nuseries, etc., and the School Board accused of supplying amusement for babies under school age. The Kindergarten System is no longer an experiment, and it never was a fad. No children are lawfully admitted until they have reached the legal school age. If Kindergartens were not provided for them, we would be obliged to open new first grades, employing higher paid teachers, fitting rooms with desks, etc., all of which would make an additional cost over the Kindergarten. The Kindergarten System is recognized by the greatest educators of the country as a part of elementary instruction in our public schools, when properly managed, both as to discipline and instruction. The rapid advancement of pupils who have had Kindergarten training over those who have not, demonstrates the fact that they are learning something more than baby talk, and that the Board is ahead financially on account of the shortening of the pupils' school life by the experience they have had in the Kindergarten. Discipline is rigidly enforced and all the rules of the schools as carefully carried out in the Kindergarten as in the grades.

The success of our Kindergartens is due largely to the efficient, painstaking work of Mrs. Orietta B. Shields Chittenden, who labored earnestly and faithfully while in the employ of the Board, the results of which have been recognized by both teacher and parents.

Notwithstanding the success of our Kindergartens, I am strongly of the opinion that too many were opened at

the beginning of the year, and would recommend that the Board carefully investigate the matter before taking any action in that direction next year. If the Kindergarten System is economically managed and the discipline and instruction is on the same basis as taught in the lower grades, I am in favor of Kindergartens, but if a child upon leaving the Kindergarten is obliged to start school life all over again upon entering the first grade, the work in the Kindergartens has done more harm than good. The work accomplished in the Kindergartens should be such that will assist and help the pupil in the work in the first and second grades.

In a great many cities in the east the Kindergarten work is not separate as taught here, but is part of the instruction in the first and second grades. This system is advocated by a number of Superintendents in their annual reports.

There seems to be a wide difference of opinion as to the benefits derived from the Kindergarten System, the different methods of teaching, and the effect upon the child's school life afterward. In order to satisfy the people, to whom we are responsible, I would also recommend that the Committee on Kindergartens be requested to investigate carefully the Kindergartens of Omaha, also in other cities, obtain the opinions of educational authorities throughout the country, and that the information so obtained be given full publicity, with a view of determining as far as possible whether the patrons of the school are in favor of continuing it in our public school system.

#### MISCELLANEOUS EXPENSES.

Would call your attention to the table of expenses of each school as prepared by the Secretary, and especially to such schools that have succeeded in decreasing their various expenses, such as books, stationery, fuel, etc. If

these tables are compared with preceding years, it will be found that some of the principals and janitors are much more economical in this direction than others. A saving can still be made in this direction, and the Board should urge upon every janitor and principal the necessity of watching the miscellaneous expenses of the schools and keeping them down to the lowest possible limit. Some of the schools will use four to five times as much materials as others. Upon examination of the records, I find for instance, that one eight-room building has used 168 dozen pencils per year, while a sixteen-room building used only 64 dozen. One sixteen-room building used two reams of paper, while a ten-room building used ten reams. One sixteen-room building used 100 pencil tablets, while a ten-room building used 1,800. One ten-room building used nine floor brooms, while a twelve-room building only used three. This carelessness in ordering or supplying the schools with books, stationery and various other supplies should be stopped by the adoption of some system whereby each school is allowed a quota of stationery, supplies, etc., based upon the number of pupils and rooms in use. I would recommend that the Board investigate this matter and adopt such rules that will regulate this matter on some such basis.

#### PERMANENT EMPLOYMENT OF TEACHERS.

I would strongly recommend the careful consideration of the resolution now in the hands of a special committee in reference to the permanent employment of teachers. Civil service rules should be adopted by the Board governing this matter. If a teacher is doing conscientious, faithful work, and is highly recommended by the Superintendent, in both instruction and discipline, she should be considered an employe of the Board so long as she gives satisfaction, and not subject to re-election year by year.



## EXPENSES AND SCHOOL LEVY.

Notwithstanding the criticisms in reference to extravagance of the School Board, by those who are not competent to judge, either from prejudice or lack of knowledge, I can justly and honestly state that the Board have endeavored as far as possible to economize without destroying in the least the high standard of our public schools. The schools have been operated at a much less expense than heretofore, as will be shown by the tables of expenses prepared by the Secretary. Criticisms have been made in regard to the demand of the Board on the City Council for the same levy as last year. This matter was carefully considered by the School Board, and it was found absolutely necessary that the revenue derived from taxation be increased, not because the expense of running the schools were being increased, but because the revenue derived from fines and licenses had decreased.

When our revenue from liquor licenses is decreased from \$252,000.00 to \$195,000.00 and the number of pupils is increased from 10,379 to 12,630, it is absolutely necessary to ask for an increased tax levy, providing every department is being systematically and economically handled.

The people of Omaha, who should be directly interested in the welfare of the schools, pay much less toward their support than any other city of equal size, and I am satisfied that the people of this city are willing to pay a just and reasonable tax for the support of the schools, as has been requested by the School Board of the City Council each year, if the City Council would only make the levy. There is no question but what the School Board should endeavor as far as possible to economize and reduce expenses, but when the number of pupils increase year by year and the revenue from fines, etc., decreases, it is absolutely necessary to provide funds elsewhere or close the schools. This has been the state of affairs during the

past three years, when the city authorities have refused to collect fines and licenses which have heretofore been collected and credited to the school fund; when saloon business has not been profitable to the extent required in order to educate the additional pupils seeking admission year by year, and who cannot be admitted except for half-day sessions; and when the City Council has refused to make up the deficit caused by this decreased revenue, thereby increasing the school debt year by year, compelling the School Board to pay interest on outstanding warrants, adding unnecessary expense and taxation upon the people.

The only remedy for this is the repealing of our laws in reference to liquor licenses and fines being credited to the school fund, and such laws enacted that will vest the authority to levy the school tax in the Board of Education instead of the City Council. It is a disgrace to a civilized community that the efficiency of the schools must be maintained in proportion to the revenue derived from liquor licenses, police court fines, etc.

#### FULL DAY SESSIONS.

Notwithstanding the action of the City Council in refusing to levy sufficient tax to make up the deficiency caused by decrease in saloon licenses, fines, etc., I am strongly of the opinion that it is unwise and unjust to the tax payers and all patrons of the schools to enact any legislation which will affect certain classes of pupils to the detriment of others. Although a large number of educators throughout the country are of the belief that four hours per day is sufficient for a child in the first and second grades, I would strongly recommend that the Board take such action immediately towards the opening of the Kindergartens and first grades to full-day sessions.

The people and tax payers have a right to demand that their children, who are attending Kindergartens and



first grades, should receive as much instruction and schooling as the children who are in higher grades; and it is the duty of the Board to see that it is given them. As long as the law vests the authority in the City Council to levy sufficient tax, and they refuse to do so, the responsibility would then rest with them, and not with the Board of Education.

During my term of office I have visited the schools considerable, and I have been exceedingly pleased and gratified at the pleasant relations existing between pupils, teachers and principals. The principals and teachers have interested themselves in the welfare of the pupils, contributing to their need in many ways, both in and out of school. Have been pleased to note the charitable work of our teachers and principals, in the providing of food and clothing for not only the poor and distressed pupils, but also their parents. This has been the means of keeping in school children whose parents were too poor to feed and clothe them, and has resulted in giving to those who most need it, the benefits and privilege of a common school education.

The cost per capita of running our schools will always be high on account of the sad mistake made in former years in the erection of school buildings. Instead of so many small buildings in a certain territory, one large building should have been erected, which could have been operated with very little additional expense so far as janitor service and supervision is concerned. In large buildings the grades can be better proportioned and classified, and by constant consolidations the number of pupils per teacher can be kept up to the average required by the rules, thereby decreasing the expense. This cannot be done in small buildings which have but one class in each grade.

The Board is to be congratulated upon the action taken in 1894, whereby an insurance fund was created, and all monies which heretofore have been paid to insur-

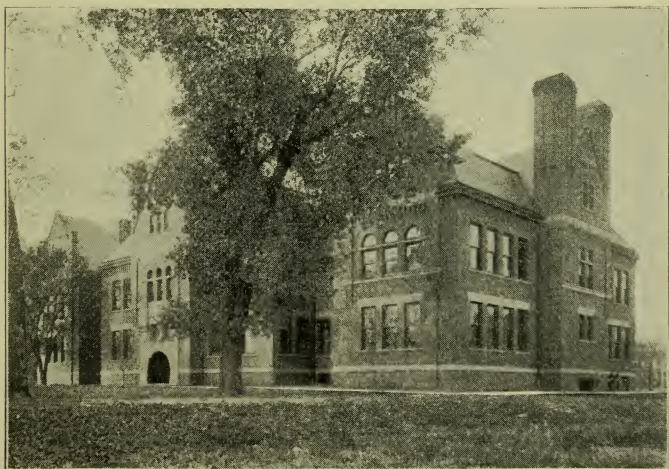
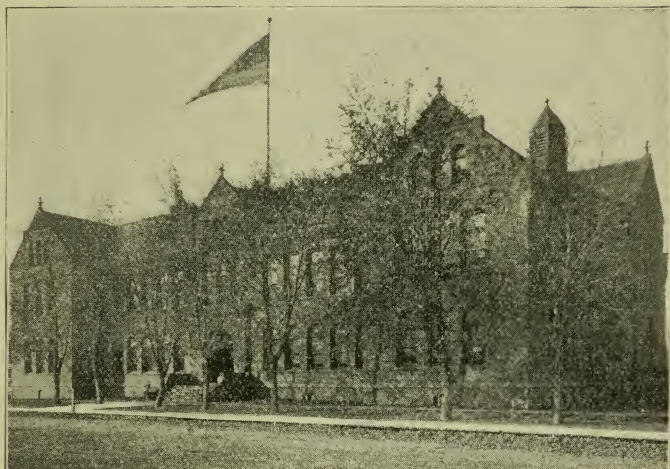
ance companies for policies have been transferred to this fund, and invested in interest-paying warrants. This has been a source of revenue and economy to the tax payer. The insurance on the buildings has been dropped gradually, and the risks divided so that we now carry \$141,700.00 worth of insurance instead of \$575,000.00, as heretofore. The insurance fund is now large enough to take care of any nominal loss by fire, and in a short time will be large enough to transfer to building fund, or general fund, as may seem wise, and used for the defraying of other expenses.

To the members of the Board, who have by their zeal and fidelity labored faithfully to maintain and upbuild our public school system, and who have by their hearty co-operation assisted me in my duties during the past year as President, I desire to express my grateful appreciation. I have endeavored to honestly, fairly and justly perform the duties of my office without prejudice, fear or favor. If I have succeeded, I have performed my duty, and that is all.

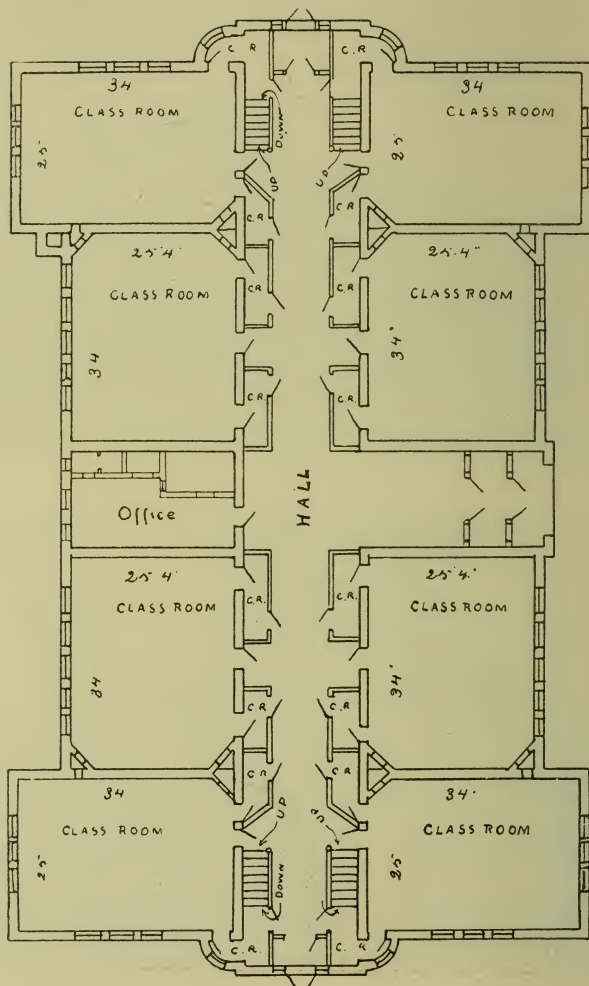
As to this, I leave to you and the judgment of the tax payers, and the patrons of the Public Schools.

Respectfully submitted,

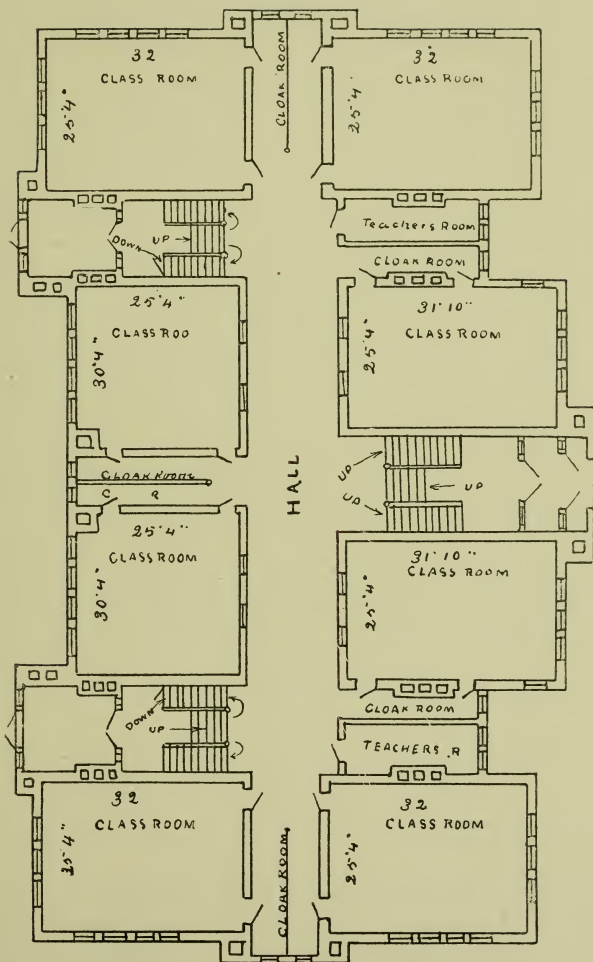
I. O. RHOADES,  
President.



LAKE AND KELLOM SCHOOLS.



FIRST FLOOR PLAN OF LAKE SCHOOL-17 Rooms.



FIRST FLOOR PLAN OF KELLOM SCHOOL—17 Rooms.





## SECRETARY'S REPORT.

OMAHA, Nebraska, July 6, 1896.

To the Honorable, the Board of Education of the School District of Omaha:

Gentlemen—I submit herewith a report of the resources, receipts and expenditures of the Board during the fiscal year ending June 30th, 1896. I have also prepared a roster of the members of the Board of High School Regents and members of the Board of Education from the first organization in 1869 down to the present time, which is inserted near the front; also a variety of other information presented in the appendix, which will be of interest to the members of the Board and the public. You will find my report presented in the following order:

First—A roster of the members of the Board of Regents and the Board of Education (see pages 6 to 8 inclusive).

Second—The bonded indebtedness of the School District.

Third—The resources and expenditures of the Board during the fiscal year ending June 30th, 1896.

Fourth—Statement of expenditures by departments and schools.

Fifth—A complete tabulated statement giving the expenditures in detail as charged to the several departments and schools.

Sixth—A comparison of resources and expenditures covering a period of five years.

Seventh—The condition of the special funds.

Eighth—An appendix giving names, addresses and salaries of teachers, names, addresses and salaries of jan-

itors, cost of heating based on cubic feet of space warmed, location and valuation of School District property, and the school boundaries.

#### BONDED INDEBTEDNESS.

The bonded indebtedness of the School District of Omaha consists of the following issues of bonds:

Two hundred thousand dollars in five per cent bonds, issued January 1, 1888, due January 1, 1908, with interest payable semi-annually at Kountze Brother's bank, New York, on the last days of June and December.

Three hundred and eighty-five thousand dollars in five per cent bonds, issued January 1, 1892, due January 1, 1912, with interest payable semi-annually at Kountze Brother's bank, New York, on the last days of June and December.

Total bonded indebtedness.....	\$585,000.00
Annual interest on same.....	29,250.00

#### RECEIPTS OF THE YEAR.

General Fund Receipts, July 1, 1895, to July 1, 1896:

Received from damages awarded on Phelps		
street. ....	\$	105.57
" from interest on funds in treasury..		263.77
" from interest refunded by Treasurer		
Dumont. ....		28.85
" from insurance on damages to Dodge		
school .....		13.90
Received from liquor license sales.....		195,000.00
" " loss and destruction of books.		28.44
" " miscellaneous licenses.....		8,164.30
" " police court fines.....		5,047.50
" " rent of Izard school site.....		851.00
Carried forward.....		\$209,503.33

Brought forward .....	\$209,503.33
"     "     sale of old school house.....	125.00
"     "     sale of old furniture.....	76.00
"     "     state apportionment of funds.	34,575.75
"     "     tax collections.....	111,521.28
"     "     tuition of non-resident pupils.	90.07
"     "     warrants cancelled and cashed	54.10
<hr/>	
Total receipts.....	\$355,945.53

## EXPENDITURES OF THE YEAR.

General Fund Expenditures, July 1, 1895, to July 1, 1896.

For advertising .....	\$ 89.50
" books .....	6,648.09
" care High School grounds	300.00
" cartage .....	924.24
" census enumeration for two years .....	1,646.07
" Checking Custodian's books	24.00
" checking Treasurer's books	100.00
" collecting delinquent taxes	131.58
" construction of buildings..	3,556.50
" drawing supplies.....	583.45
" election expenses.....	1,879.75
" electric power .....	405.00
" examining teachers.....	324.00
" express .....	10.45
" freight .....	329.72
" fuel .....	11,599.79
" furniture .....	1,896.13
" improvements .....	7,026.26
" insurance .....	146.00
" insurance fund .....	764.07
" interest and exchange....	30,599.59
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Carried forward.....	\$68,984.19

Brought forward.....	\$68,984.19
" janitors' services .....	31,094.94
" Kindergarten supplies ....	651.36
" legal expenses .....	26.05
" light and fuel, gas.....	525.27
" maps, charts and globes...	54.00
" messenger service .....	13.00
" military instruction.....	59.09
" music supplies .....	700.31
" page services .....	35.00
" piano rent .....	95.00
" piano tuning .....	49.50
" postage .....	125.61
" printing .....	1,681.27
" rent of grounds.....	342.00
" repairs, general.....	23,227.33
" repairs to heating.....	3,458.01
" repairs to plumbing and sewerage .....	835.35
" salaries of officers and clerks. ....	9,778.00
" Sherman site mortgage....	1,656.00
" State Fair exhibit.....	22.87
" stationery .....	1,845.80
" supplies, miscellaneous ...	2,974.51
" teachers' salaries .....	227,548.30
" telephones .....	209.50
Total expenditures .....	<u>\$375,992.26</u>



## RECAPITULATION.

## GENERAL FUND RESOURCES.

Cash in treasury July 1, 1895.....	\$ 22,122.01
Received during the year.....	355,945.54
	<hr/>
Total resources.....	\$378,067.54

## GENERAL FUND LIABILITIES AND EXPENDITURES.

Warrants outstanding July 1, 1895.....	\$ 58,737.14
Warrants issued during the year.....	375,992.26
Settlement with Henry Bolln's bondsmen..	3,000.00
	<hr/>
Total liabilities and expenditures.....	\$437,729.40

## WARRANT AND CASH ACCOUNT.

Warrants outstanding July 1, 1896.....	\$ 80,207.11
Cash in treasury July 1, 1896.....	20,545.25
	<hr/>
Deficit July 1, 1896.....	\$ 59,661.86

## EXPENDITURES BY DEPARTMENTS AND SCHOOLS.

Board of Education, miscellaneous items of expense, supplies, etc.....\$	5,642.79
Secretary's Department .....	3,520.33
Superintendent of Instruction's Department .....	4,275.92
Superintendent of Buildings' Department .....	2,266.00
Shop .....	1,329.60
Attorney's Department .....	500.00
Examining Committee .....	324.00
Store .....	1,395.89
Stock on hand .....	4,240.09
Census enumerators .....	1,646.07
Insurance fund .....	764.07
Interest and exchange .....	30,543.59
High School .....	49,224.47
Ambler .....	1,738.25
Bancroft .....	6,875.01
Cass .....	7,385.04
Castellar .....	12,965.09
Central .....	12,211.52
Central Park .....	5,406.67
Clifton Hill .....	4,296.22
Columbian .....	5,656.96
Comenius .....	10,749.60
Davenport .....	3,110.31
Dodge .....	7,354.82
Druid Hill .....	1,699.77
Dupont .....	3,384.37
Eckerman .....	1,193.09
Farnam .....	9,861.35
Forest .....	4,111.93
Carried forward.....\$	203,672.82

Brought forward.....	\$203,672.82
Fort Omaha .....	1,602.40
Franklin .....	7,052.16
Gibson .....	1,051.77
Kellom .....	15,322.76
Lake .....	13,654.89
Leavenworth .....	7,961.83
Lincoln .....	9,546.90
Long .....	15,698.01
Lothrop .....	9,099.36
Mason .....	10,914.50
Monmouth Park .....	1,862.36
Omaha View .....	7,579.88
Pacific .....	6,885.91
Park .....	10,871.93
Saratoga .....	5,761.21
Sherman .....	4,543.75
Train .....	7,182.19
Vinton .....	3,195.03
Walnut Hill .....	9,711.81
Webster .....	9,464.50
West Side .....	1,510.46
Windsor .....	4,794.89
Manual Training .....	1,974.24
Teachers' Training .....	841.15
Special teachers .....	2,212.00
Kindergartens .....	11,657.75

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Total distributed during year.....	\$385,626.46
Stock on hand and received by exchange....	9,634.20
Total expended during year.....	\$375,992.26

TABLE I--A Comparative Statement of General Fund Resources.

	1891-92	1892-93	1893-94	1894-95	1895-96
Balance on hand at the beginning of the year.....	\$63,392 06	\$72,479 38	\$41,252 26	\$30,277 75	.....
Received from taxation.....	71,971 15	44,586 07	54,977 66	63,648 41	\$111,521 28
“ police court fines.....	15,986 00	32,535 00	22,319 50	11,700 50	5,047 50
“ saloon licenses.....	249,000 00	246,000 00	224,000 00	211,000 00	195,000 00
“ other licenses.....	22,593 90	11,845 75	10,789 08	9,349 03	8,164 30
“ state apportionment.....	31,238 68	49,544 72	44,342 85	37,087 43	34,575 75
“ sale and destruction of property.....	138 37	408 37	1,370 85	464 88	234 59
“ interest on funds.....	.....	.....	2,401 10	247 83	263 77
“ miscellaneous sources.....	5,278 46	3,492 50	6,119 70	1,251 00	1,138 34
Totals.....	\$459,598 62	\$460,891 79	\$407,573 00	\$365,026 83	\$355,945 53

TABLE II—A Comparative Statement of General Fund Expenditures.

	1891-92	1892-93	1893-94	1894-95	1895-96
For advertising.....	\$266 85	\$692 00	\$377 38	\$403 85	\$89 50
“ bonds redeemed.....	.....	4,907 60	.....	.....	.....
“ books.....	8,886 14	10,248 97	10,636 93	6,180 42	6,648 09
“ cartage.....	218 31	467 26	991 43	712 58	924 24
“ cleaning vaults.....	62 76	385 21	80 00	.....	.....
“ construction.....	20,157 23	2,898 82	1,680 60	9,226 02	3,556 50
“ election expenses.....	6,585 42	5,007 08	2,225 50	1,651 50	1,879 75
“ fuel.....	14,911 78	15,889 02	16,563 79	10,703 71	11,539 79
“ furniture.....	4,009 58	3,335 73	4,742 00	4,820 86	1,896 13
“ improvements.....	7,176 14	16,375 99	9,425 57	12,057 86	7,026 26
“ insurance.....	2,566 00	238 00	4,464 99	1,182 00	910 07
“ interest and exchange.....	20,055 70	29,804 23	29,427 90	29,427 90	30,539 59
“ janitors.....	33,318 40	33,517 35	28,326 56	32,262 00	31,094 94
“ legal expenses.....	516 90	523 92	589 52	77 35	26 05
“ light and fuel gas.....	146 27	241 44	774 62	574 11	525 27
“ officers and clerks.....	8,560 00	14,533 31	9,373 50	10,173 67	9,775 00
“ printing.....	1,043 30	1,761 90	754 13	687 77	1,681 27
“ rent of grounds and buildings.....	5,831 60	4,900 38	3,381 79	515 91	342 00
“ repairs (general).....	9,020 59	12,637 73	15,267 71	18,668 77	23,227 33
“ repairs to heating.....	3,353 62	6,656 51	692 46	2,887 41	3,458 01
“ repairs to sewerage.....	373 95	1,854 82	802 40	343 64	835 35
“ school sites.....	6,000 00	1,947 17	.....	.....	.....
“ special taxes.....	1,385 11	3,934 77	4,185 02	.....	131 58
“ stationery.....	4,117 03	3,990 53	3,150 80	1,436 52	1,845 80
“ miscellaneous supplies, including music, drawing and kindergarten.....	2,870 01	4,496 49	5,574 06	5,688 43	4,963 63
“ taking census.....	350 59	802 59	891 66	899 22	1,646 07
“ teachers' salaries.....	223,171 86	231,965 30	220,024 66	248,224 50	227,548 30
“ telephones.....	1,025 75	1,126 51	1,114 82	873 18	209 50
“ miscellaneous.....	1,138 25	4,498 90	1,775 45	1,962 78	3,552 24
Total.....	\$387,119 24	\$419,639 53	\$377,295 25	\$401,641 96	\$375,992 26

\*See note next page.



\*Bills and pay rolls amounting to \$30,845.06 belonging to the fiscal year 1893-94 were carried over for payment into the following year. The actual expenses for the year 1893-94 were, therefore, \$30,845.06 more than appears in the foregoing footings, and the expenses for the year 1894-95 were \$30,845.06 less than appears in the figures given.

## SPECIAL FUND ACCOUNTS.

Cash in Saratoga fund July 1, 1895.....	\$ 96.22
Cash in Lincoln site fund July 1, 1895.....	13.70
Cash in Franklin fund July 1, 1895.....	360.21
Cash in Hickory fund July 1, 1895.....	261.88
Cash in the sinking fund July 1, 1895.....	32.46
Received taxes for sinking fund during the year	.49
	<hr/>
Total resources, special funds.....	\$ 764.96

## Expended During Year.

For improvements at Saratoga.....	\$ 96.22
On interest account, January coupons.....	668.25
On postage account .....	.49
	<hr/>
Total expenditures from special funds.....	\$ 764.96

## INSURANCE FUND.

Amount in insurance fund July 1, 1895.....	\$1,182.00
Placed in insurance fund during the year.....	764.07
	<hr/>
Total now in fund.....	\$1,946.07

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## Statement of Expenses in Detail by Departments

	Advertising	Books	Care of Grounds	Carriage	Census Enumerators	Clerical Work	Construction	Drawing Supplies	Election Expenses	Electric Power	Examining Committee	Express	Freight	Fuel	Furniture	Improvements	Insurance	Interest and Exchange	Janitors
Board of Education	\$83.50	\$6.00		\$207.80				\$44.27	\$1,879.75			\$10.45	\$316.63			\$76.16			\$792.44
Secretary's Department		10.04													\$131.40	212.17			
Superintendent Instruction Department		15.16													50.50	10.74	\$40.00		
Superintendent Buildings Department														\$52.43		3.00			
Shop																			
Attorney's Department											\$24.00								
Examining Committee						24.00								52.50			70.00		
Dept. of Supplies																			
Custodian		2,674.65						140.86											
Census Enumerators					\$11,646.07												764.07	\$30,543.59	
Insurance Fund																			
Interest and Exchange		2,068.21	\$300.00	64.48				43.81						1,001.15	379.72	4,839.39	36.00		1,620.00
High		61.44		6.00				4.80						256.96	3.43	1.25			270.00
Ambler		190.20		23.24				31.40											750.00
Basement																			
Cass		202.58		28.41				34.73						210.21	106.83	154.40			804.00
Castellar		299.16		32.96			\$2,077.50	38.97						362.11					362.11
Central		464.71		12.00				40.31						261.71	84.85	17.60			1,286.00
Central Park		153.76		19.50				28.16						177.58		2.85			708.00
Clifton Hill		122.74		19.50				26.11						131.25	35.67	207.92			645.00
Columbian		260.81		22.48				29.88						364.56		52.40			708.00
Comenius		338.92		11.74				38.11						146.26	170.00	40.62			1,056.00
Davenport		82.85		3.35				3.09						155.44					322.50
Dodge		267.49		10.80				35.74						332.59		165.50			804.00
Druid Hill		12.85		5.62				3.07						90.71	15.50	1.25			255.00
Dupont		19.41		1.13				26.98						141.39		136.21			612.00
Eckerman		18.68		6.00				30.15						30.15					165.00
Farnam		375.50		50.95				35.85						357.85	12.00	229.46			978.00
Forest		83.32		3.00				24.93						296.41	4.20				180.00
Fort Omaha		25.51						2.14						71.24					248.00
Franklin		266.06		11.62				37.26						497.65	18.12	30.22			804.00
Gilson		5.04						1.71						18.04					165.00
Kellom		418.30		22.98				442.32						942.32		95.38			1,366.00
Lake		362.53		49.87				41.30						375.52		9.73			1,308.00
Leavenworth		224.28		4.50				37.96						284.20		40.49			912.00
Lincoln		421.61		34.97				39.44						286.13	79.05	54.20			960.00
Long		491.67		22.49				41.86						447.14	293.25	74.36			1,600.00
Leitch		341.62		14.44				38.18						585.29	8.40	45.70			960.00
Mason		336.01		17.74				39.49						360.50	45.35	90.59			1,167.00
Monmouth Park		19.02		3.00				3.82						87.76	11.29				270.00
Omaha View		115.88		6.00				34.74						231.00	16.80				822.00
Pacific		100.81		21.74				35.61						360.85	25.92				804.00
Park		441.36		12.00				38.66						347.11		45.75			1,191.00
Saratoga		320.26		3.00				33.80						251.96		211.13			704.00
Sherman		31.00		3.00				21.41						103.72	7.90				322.50
Train		277.69		19.50				31.16						390.13	111.50	7.33			801.00
Vinton		39.84		22.13				30.70						140.79	14.81				322.50
Walnut Hill		367.12		25.50				37.97						419.63	48.62	114.42			960.00
Webster		210.56		13.50				38.04						306.94	195.00	23.25			1,008.00
West Side		22.59		3.00				2.25						73.13		35			270.00
Windsor		205.03		14.24				29.67						374.11	19.50	18.95			657.00
Manual Training										\$405.00						18.60			180.00
Teachers' Training																			
Special Teachers																			
Kindergarten Teachers																			
Total distributed and stock on hand during year	\$89.50	\$13,254.50	\$300.00	\$924.24	\$1,646.07	\$124.00	\$3,756.50	\$1,283.69	\$1,879.75	\$405.00	\$324.00	\$10.45	\$329.72	\$11,599.79	\$1,806.13	\$7,026.26	\$910.07	\$30,599.59	\$31,094.94
Stock on hand and books received in exchange, July 1, 1895		6,096.50						700.24											
Total expended during year	\$89.50	\$6,648.00	\$300.00	\$924.24	\$1,646.07	\$124.00	\$3,756.50	\$1,283.69	\$1,879.75	\$405.00	\$324.00	\$10.45	\$329.72	\$11,599.79	\$1,806.13	\$7,026.26	\$910.07	\$30,599.59	\$31,094.94

## and Schools for Year Ending June 30th, 1896.

	Kindergarten Supplies	Legal Expenses	Light	Maps, Charts and Globes	Messenger Service	Military Expenses	Mortgage	Music Supplies	Page Service	Piano Rent	Piano Tuning	Postage	Printing	Rent	General Repairs	Repairs to Heating	Repairs to Plumbing	Salaries of Officers and Clerks	State Fair Exhibit	Stationery	Supplies	Teachers	Telephones	Tax Collecting	TOTAL	
	\$ 15.00	\$30.05	\$177.76		\$ 3.25 3.65			\$54.38	\$38.00			\$ 60.00 49.75 49.78 5.50	\$1,235.67 134.77 86.43 139.11 1,329.69		\$291.00 134.77 86.43 139.11 1,329.69		\$10.56 36.67 17.09	\$2,085.00 3,040.00 1,750.00	\$22.47		\$27.93 36.67 17.09 3.65	\$93.83 32.29 17.09 175.18		\$3.00 48.35 48.00 50.15	\$131.58	\$5,642.79 3,750.34 4,275.92 2,296.00 1,226.60
			1.50																						500.00 324.00 1,395.89 4,240.60 1,646.07	
132.36				1.05 95				306.30					18.75		143.60		87.18	500.00			2.71 598.81	37.15 250.66		60.00		1,395.89 4,240.60 1,646.07
																									764.07 30,543.59 49,224.47 1,738.25 6,875.01	
			151.89			\$50.00		104.35 11.00 20.63			\$7.50	19.28	148.25		5,686.27 186.80 801.21	219.95 8.34 40.59	4.85				256.81 10.27 34.19	612.02 17.26 79.80	31,570.75			
95.40 50.81 5.87			75 1.50 50.89	9.50 9.50				29.40 27.35 2.38 1.62		\$50.00	6.00				605.50 427.61 210.45 639.26 372.69	183.67 44.16 78.35 116.11 43.13	2.80			45.39 64.33 84.38 16.98 19.11	50.42 4,834.25 9,310.00 3,497.50 2,633.25				7,385.04 12,965.09 12,211.52 5,406.67 4,266.22	
67.30			3.00 75	2.75				46.27		15.00					142.71 546.01 210.55 524.89 69.79	129.05 70.77 32.75 38.14 21.46				35.41 57.40 6.22 42.56 4.91	40.89 7,913.00 22.66 56.73 21.12	3,818.75 7,913.00 2,024.50 4,762.95 1,052.00			5,656.96 10,749.60 3,110.31 7,354.82 1,659.77	
			75												87.96 225.76 342.38 241.65 188.38	26.22 5.36 21.71 9.99 15.90				7.77 2.26 44.76 18.12 1.38	39.64 17.18 61.39 37.81 20.10	2,385.00 720.00 7,941.00 3,006.25 1,069.50			3,384.37 1,193.69 9,861.35 4,111.93 1,692.40	
			10.05	5.50				24.40							213.86 120.96 1,062.33 745.06 518.19	24.35 5.67 171.45 283.94 15.71	13.40			65.66 2.80 83.42 122.43 78.46 35.47	55.61 10.80 10,815.00 9,035.45 5,704.25	4,945.00 721.75 18,152.76 13,654.89 5,704.25			7,032.16 1,031.77 15,322.76 13,654.89 7,961.83	
04.91 71.59 04.04			5.25 31.37	9.50				48.78 17.60		6.00 6.00 6.00					522.90 725.86 345.43 1,088.59 94.84	75.54 615.84 147.74 220.83 4.48				183.25 5.66 30.66 2.87	51.68 95.90 67.09 83.10 2.87	6,846.25 9,991.75 6,442.50 7,263.00 1,343.00			9,546.90 15,698.01 9,099.36 10,911.40 1,862.36	
69.98 54.41			48.71 3.00 2.85 4.50	2.75				42.92 17.49 40.00		15.00 15.00					900.29 472.94 748.98 192.43 268.29	140.27 94.01 43.33 54.93 29.78	13.20 59.66 66.73 30.66 4.48				33.81 56.07 52.73 80.33 11.10	40.27 6,850.95 7,754.00 4,632.25 1,997.25			7,579.88 6,850.95 10,871.53 5,761.21 4,543.75	
58.33 69.02			1.50 75 4.50 3.75	1.05 0.50				6.67 6.60																		
			4.50	8.60				26.13							365.45 467.19 675.37 662.81 35.62	63.29 16.76 22.17 161.80 9.08	11.80			26.05 16.72 44.26 28.80 5.04	62.71 2,025.00 6,890.40 6,823.55 1,050.00	5,083.00 2,025.00 2,560.00 2,212.00 11,657.75			7,182.19 3,195.03 9,711.81 9,464.50 1,510.46	
53.77			3.00	3.75				3.50							176.48 54.81	52.67	5.30				27.57 2.75 4.36	42.92 1,000.00 825.60 2,212.00 11,657.75			4,794.89 1,374.24 8,251.15 2,212.00 11,657.75	
\$603.29 211.93	\$26.05	\$525.27	\$234.20 180.20	\$13.00	\$50.00	\$1,656.00		\$885.08 234.77	\$38.00	\$95.00	\$49.50	\$125.61	\$1,081.27	\$342.00	\$23,085.39 728.06	\$1,491.56 33.53	\$805.35	\$9,776.00	\$22.87	\$1,182.63 336.93	\$1,546.23 571.72	\$227,548.30	\$300.50	\$131.58	\$385,626.46 9,844.20	
\$61.36	\$26.05	\$525.27	\$54.00	\$13.00	\$50.00	\$1,656.00		\$700.31	\$38.00	\$95.00	\$49.50	\$125.61	\$1,081.27	\$342.00	\$23,227.33	\$1,458.01	\$805.35	\$9,776.00	\$22.87	\$1,845.80	\$2,074.51	\$227,548.30	\$300.50	\$131.58	\$375,992.26	

POPULATION OF SCHOOL AGE.

Males in the district between 5 and 21 years.....	14,075
Females in the district between 5 and 21 years....	14,534
Total .....	<u>28,609</u>

POPULATION SUBJECT TO COMPULSORY LAW.

Males in district between 8 and 14 years.....	4,861
Femals in district between 8 and 14 years.....	5,155
Total .....	<u>10,016</u>

I desire to explain the item of \$3,000 which appears under the heading of General Fund Liabilities and Expenditures. When Henry Bolln, City Treasurer, and ex-officio Treasurer of the School District, was obliged to resign on July 10, 1895, and deliver over to his successor, John H. Dumont, the funds in his possession belonging to the School District, there arose a dispute between Mr. Bolln and the Midland State Bank with regard to the sum of \$10,000, which Bolln claimed he had deposited in the above named bank to the credit of Henry Bolln, Treasurer School District of Omaha. The bank held that the \$10,000 was deposited to the credit of Henry Bolln, and refused to deliver the funds on the order of Henry Bolln, Treasurer School District of Omaha. Treasurer Dumont refused, therefore, to receipt ex-Treasurer Bolln for this \$10,000, and reported the shortage to the Board of Education. The Board of Education finally brought suit against ex-Treasurer Henry Bolln and his bondsmen for the recovery of the \$10,000 which Mr. Bolln failed to deliver to his successor. The Board employed an expert to check up the books of the ex-Treasurer, and while engaged in this work the expert discovered that ex-Treasurer Bolln had charged himself and credited the Board of Education in 1893 with \$3,000 more from saloon license



receipts than he had actually received. Mr. Bolln and his bondsmen were, therefore, credited with this \$3,000 when they proposed to make good the \$10,000 shortage. In other words, Mr. Bolln's bondsmen paid \$7,000 and received a receipt in full for \$10,000. I have, therefore, shown the \$3,000 as taken out of the general fund for this purpose, as my books showed that there was a shortage of \$10,000 until the settlement was made.

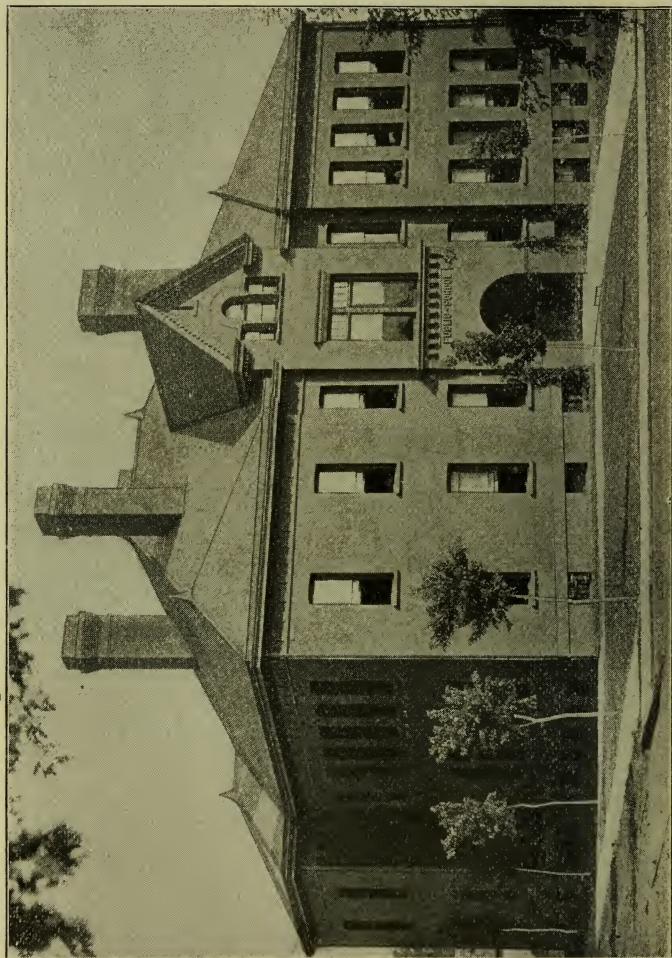
I desire to recommend that arrangements be made for the delivery of supplies to the schools oftener than once each month, as at present. It is practically impossible for principals and janitors to order all the books and supplies they may need a month ahead without stocking up inconveniently in some instances, and even then there will be some items overlooked. I find that in Chicago and many other smaller cities the schools are served once a week, or once in every two weeks. I think that twice each month would be sufficient, and would certainly be much more satisfactory to the principals, teachers, janitors and pupils, who are obliged under the present plan to wait sometimes for a couple of weeks for supplies that ought to be promptly received.

Very respectfully submitted,

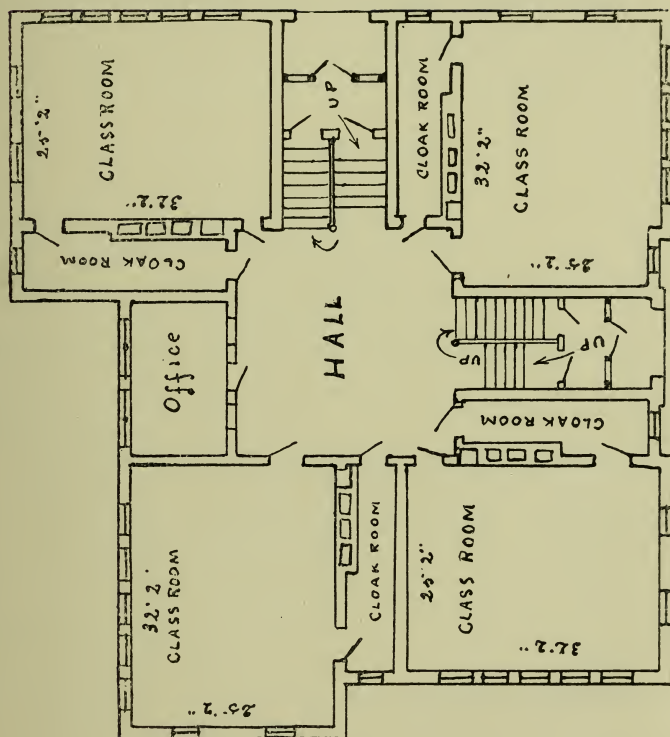
J. M. GILLAN,  
Secretary.







NEW LONG SCHOOL—8 Rooms.



FIRST FLOOR PLAN OF LONG SCHOOL.



## SUPERINTENDENT'S REPORT.

To the Board of Education, Omaha, Nebraska:

Gentlemen:—I submit herewith the nineteenth annual report of the schools under your charge.

### STATISTICS.

Population of city (census of 1890).....	140,000
Population of school age (5 to 21 years).....	28,609
Population subject to compulsory attendance law (not less than 8 or more than 14 years).....	10,016
Enrollment of pupils within limit of compulsory law.....	8,192
Enrollment, total.....	16,482
In High School (grades 9-10-11-12)...	1,204
In grammar schools (grades 5-6-7-8)...	5,117
In primary schools (grades 1-2-3-4)...	9,019
In Kindergarten schools.....	1,109
In Teachers' Training School.....	33
Average number belonging, total.....	13,320
In High School.....	956
In grammar and primary schools...	11,667
In Kindergarten schools.....	668
In Teachers' Training School.....	29
Average daily attendance, total.....	12,630
In High School.....	914
In primary and grammar schools...	11,080
In Kindergarten schools.....	608
In Teachers' Training School.....	28
Number of withdrawals during the year.....	3,427
Number remaining May 29th, 1896.....	13,055



White pupils enrolled.....	16,012
Colored pupils enrolled.....	470
Number of teachers, total.....	340
In High School.....	31
In primary and grammar schools....	281
In Kindergartens.....	25
In Teachers' Training School.....	1
Special teachers (music 1, drawing 1)	2
Number of pupils per teacher:	
On enrollment.....	48.5
In High School grades.....	39
In grammar and primary grades....	50
In Kindergartens .....	44
On average number belonging.....	39.2
In High School.....	31
In grammar and primary grades....	41.5
In Kindergartens .....	26.7
On average daily attendance.....	37.4
In High School.....	30
In grammar and primary schools....	39.4
In Kindergartens .....	24
Decrease in total enrollment.....	55
Increase in total average number belonging....	320
Increase in total average daily attendance.....	392
Increase in number of teachers.....	7
In High School .....	5
In Kindergartens.....	2

\* \* \* \* \*

A comparison with the report of one year ago will show that in the school population of the city there has been practically no change, 28,609 in June of 1896, as against 28,630 in June of 1895. The figures are probably useful, too, as an indication of the population of the city as a whole.

The enrollment shows a decrease of 55, which may be accounted for, and doubtless much more, by the fact that

children were not received into the lowest primary class after the middle of the year. For this reason a large number of little children just come of school age, did not enter during the closing months of the year, as they have done in former years, but are ready to present themselves for enrollment at the beginning of the new school year in September.

While the enrollment shows decrease as noted, both average membership and average attendance show an increase; average daily membership (number belonging), of 320, and average daily attendance of 392. This is not so great an increase in these items as in some former years, but is not unsatisfactory in view of the fact that the school population has not increased during the year. It is gratifying, too, to note that the increase in average attendance has been considerably more than in average membership—showing a greater regularity of attendance with less absence.

The number remaining in school at the end of the year shows also an increase of 200 as compared with the preceding year.

The enrollment per teacher has been 48.5; the average membership per teacher has been 39.2; the average daily attendance per teacher, 37.4.

This is absolutely a good average, and indicates a pretty full employment of the time of teachers. Although this is good, however, it does not show the actual work laid upon each class room teacher, for the divisor in obtaining this average (total number of teachers) includes both special teachers and supervising principals, who spend all or half their time in general and supervising work. If, as might very properly be done, supervising teachers had been excluded from the divisor, the figures would have been somewhat increased over those shown.

## COST OF EDUCATION.

The most engrossing problem of the year just closed has been the financial one. The time has been in Omaha when there seemed little need to take heed of expenditures. Money for the support of the schools almost seemed to provide itself. This has been in a measure true in many other places. During times when industries were prosperous and wealth was everywhere increasing rapidly, the funds needed for the support of the schools have been freely furnished and those charged with their management have often applied only one test as to the wisdom of any proposed expenditure—"Does it seem to be a good thing? If it does, buy it."

But in the few years past, while the people of the nation have been passing through the period of liquidation that has always followed excessive credits, and large numbers of people have been in the direst financial straits, the voice of the objector has oftener been heard. The man, who, for some reason, believes that the public schools should give instruction in only "readin', 'ritin', and 'rithmetic," has lifted up his voice.

Those in charge of the schools, if they have been wise, have paused and carefully taken their reckonings. They have prepared themselves to show to the objectors wherein the expenditures for school purposes have been right and proper; and if, perchance, opportunity for retrenchment without loss of efficiency has offered, they have faced this squarely, and have taken measures to shorten sail to match the breeze.

The people have always had liberal hearts towards the schools, and they still have the will to be judiciously liberal. It is not the expenditure of money to which they object, but the expenditure of money for which they do not receive value. That course which prevents the expenditure of money is not for that reason an economical course. It is so only when the expenditure is denied

without the impairment of quality. Any one who will take account of the feeling of the people, who will go to them with open and inquiring mind, not prefacing inquiry with a tirade against the extravagance and mismanagement of the schools, will find the great mass of them willing to increase taxation, if necessary, to maintain the efficiency of the schools in which their children are taught.

Heavy burdens ought not to be increased because of this willingness, but these self-constituted spokesmen will be found to give utterance to their own views—the views of an insignificant minority—rather than those of the great American People.

At the beginning of the year just closed, plans were for the most part made, so far as expenditure of money for the schools was concerned.

Only one means of reducing expenses seemed to promise much at that time, namely, the consolidation of schools in the various buildings where this seemed possible, and through this, a saving in the amount paid for salaries of teachers.

By care in this respect, an increase of 323 in the primary and grammar grades was cared for without any increase in the number of teachers in these grades. This increase in attendance would have required in the usual course of things, the employment of at least eight additional teachers for these grades, and the expenditure for salaries of teachers and other school expenses, of something over \$10,000.00. These consolidations, however, were confined almost wholly to the grammar and primary grades—for, high school and kindergarten teachers having been regularly elected, only as teachers in these departments voluntarily relinquished their positions could consolidations be made.

Comparing actual cost of the year just closed with the year preceding, shows for the year ending July 1,



1895, the sum of \$248,324.50 paid for salaries of teachers. This sum includes \$24,764.55 for salaries for the month of June, 1894, which was paid in July, 1894, but does not properly belong to the expenses for the year ending July 1, 1895. Deducting this, leaves \$223,559.95, the actual amount paid for teachers during the year. The average daily attendance for the year was 12,238, which makes the cost per child \$18.26 for teaching.

The amount reported as paid for teachers' salaries for the year just past is \$227,548.30. The High School this year was in session ten months, while all other schools were in session but nine months. Deducting, then, the amount paid for High School salaries for June, in order to arrive at a comparison with the preceding year, when none of the schools were in session over nine months, gives \$224,478.30. The average daily attendance was 12,630, which makes the cost per child for instruction \$17.77. This is 49 cents less per child than for the preceding year, and shows on the enrollment, a saving in the one item of teachers' salaries of over \$6,000. The saving, too, has been effected without reducing the salary of any teacher.

The cost of enumerating persons of school age in the city one year ago was paid during the year just closed. Transferring this to the account for the year ending July 1, 1895, where it properly belongs, we find the total cost of the schools for the year just closed to be \$375,168.91, and the cost per pupil, based on average daily attendance \$29.62.

The total cost for the preceding year will then appear \$371,622.25, and the cost per pupil \$30.36.

This shows a reduction, based on total expenditure, of 74 cents per pupil.

During the year, too, a mortgage upon the Sherman School site of \$1,656 was paid out of the general fund. Had this item been excluded, as it properly should have



been, in making the estimate from the expense of maintenance for the year just closed, the reduction per pupil would have amounted to 13 cents more, or a total reduction per pupil in average daily attendance of 87 cents.

When it is considered that the High School has been in operation for full ten months, while during the preceding year none of the schools were in session more than nine months, the showing is a most gratifying one.

#### FURTHER CONSOLIDATIONS.

The determination to carry the policy of consolidation still further another year and discontinue the higher classes in some of the suburban schools, distributing these pupils among the larger surrounding schools, has simply been a yielding to the necessity forced by the lack of sufficient funds.

Parents whose children are thus inconvenienced may find some consolation in the fact that the children will probably be better taught in the larger schools to which they go. The heating and ventilation in these schools is better; the classification, too, is more perfect and the instruction can be better than where so many classes are in charge of one teacher, as has been the case in most of the suburban schools. The plan, however, will cause considerable inconvenience, and does not seem likely to be popular among the residents of these districts. It is to be hoped that another year sufficient funds may be provided so that it may not be necessary to continue the plan.

The use of the plan for the coming year will enable the services of about five teachers to be dispensed with, and in this way decrease expenditures by several thousand dollars.

## SALARIES OF PRINCIPALS AND TEACHERS.

In discussing the salaries paid to teachers just now, one thing must be borne in mind. Factories are closed, stores do less business, railways employ fewer men, the stream of commerce in almost all its channels has shrunk greatly; but there are as many school children as ever. The attendance upon the schools has not decreased, and more teachers are needed than ever before. For this reason it cannot be expected that the salaries of teachers will fall, as is the case in other employments where the volume of business has diminished perhaps one-third or one-half.

Further than this, the teacher is the vital point of the schools. Business management is necessary, organization is necessary, plans upon which work shall be undertaken must be formed, and a school system must be administered, cared for, guided, day by day. But the schools and all that pertain to them exist for the children, and it is in the school rooms that the children are brought into the presence of the means so carefully prepared for them. It is through the teacher that the school system acts upon the child, and upon the teacher after all, rests the failure or success of the schools. Money may be ever so freely provided; school rooms modeled on the most enlightened plans; the best of school appliances provided; the most philosophical and practical courses of study laid down; but if the teacher is lacking, either in that character which commands respect, in knowledge of the subject matter to be presented, or in skill in its presentation, the school fails of its end, and its cost, and the care bestowed upon it are, to a great degree, wasted. No teachers, then, are too good for our schools. We need to keep all we have of the first quality. We cannot afford to spare any of them.

A school system is, like any system, a growth. It

takes years to build up and perfect the working of such a system. Teachers must not only be carefully selected, but must be taught, carefully trained in plans and methods of discipline and instruction, in order that the various parts of the system, each part perhaps good and well calculated to serve its purpose, may work together without friction and secure the end for which the whole exists.

This element of time, the necessary time, is what many would-be reformers overlook. The changes in a force of teachers must be slow. Only a certain amount of new material may be taken into a corps and assimilated at one time. Especially is it true that a large nucleus of skilled and experienced teachers, the best, must remain to be an inspiration and example to the new members, who come in willing but untrained. The loss of the best ten per cent of any teaching force would injure the schools much more than the loss of the poorest fifty per cent. A loss of ten per cent of our best teachers would reduce the average excellence of our schools three or four times that percentage. These teachers simply could not be replaced until after years of hard work and careful selection. Many of these principals and teachers have been in the schools for years. Through their skillful work the schools of Omaha have attained a high degree of excellence and an enviable reputation. Many of them have reputations extending beyond the borders of their state and would be welcomed in other cities, as some of them have already been. The loss of any considerable number of them would then be a blow from which our schools would not recover for years. Every child passing through the schools in that time would be the direct loser through inferior instruction.

A city can hope to retain this class of teachers only by fair treatment and proper compensation. Whenever, in any city, the salaries of its teachers fall materially below those paid by other similar cities, this drain of the

cream of the teaching force begins, and will continue until the inequality no longer exists. If Omaha were paying more than other similar cities, the question of salary reduction might be a proper one to consider, but as a matter of fact, in the region in which Omaha is situated, lying east of Pennsylvania and north of Tennessee and Arkansas, out of about thirty similar cities, only two or three pay as little to their teachers as was received by the teachers of Omaha last year, or will be paid to them next year. This is true not only of the rank and file, the grade teachers, but it is especially true of the principals, upon whose judgment and skill so large a share of the success of the different schools depends. The danger point for us has been reached. Any further reduction would start the outflow of our best blood—something which no one interested in the welfare of the city, or in the welfare of the children instructed in its schools, would for a moment countenance.

#### HALF-DAY SESSIONS.

It has been determined that for the next school year the Kindergartens and the first grades shall have only half-day sessions; that is to say, children in these grades shall attend school but half the day, coming either in the forenoon or the afternoon, as may be arranged in each class.

The chief recommendation of this plan is its cheapness. By it a given number of teachers can care for practically twice as many pupils as when the pupils attended both sessions.

The plan makes harder work for teachers. It is more wearing to supply enthusiasm and skill and direction for two different sets of children than where the same children present themselves both forenoon and afternoon. While this plan is in use, the time will not permit children to receive instruction in all the branches now



taught. The Kindergarten work must be curtailed, and while most of it can be presented, the time for developing the activities of the child must be somewhat less than is desirable.

The children in the first grade can get as much reading, spelling, writing, arithmetic and probably language teaching as in the past, but their other lines of study must be omitted. Those who have good home teaching will not miss the omitted work seriously, and will perhaps in a short time show no ill effects from the loss. Some cities having fine school systems have used for long periods the half-day session either for the Kindergartens or for the first grades, or both; in some cases, not only these grades, but the second grade as well, has been subjected to this plan for a year or two with no permanent ill effects.

The plan, however, is to be looked upon chiefly as a temporary one to save money, and to be laid aside as soon as conditions permit. It will probably make for the coming year a difference of about \$20,000.00 in expenditures.

It may be interesting to parents to note here that \$35,000, the difference between the amount the Board of Education estimated as necessary to conduct the schools economically, and the amount granted them, would have been more than sufficient, not only to have kept open every room which will be closed in a suburban school, but also to give to every child now excluded from school for half the day, a full day's schooling.

#### KINDERGARTENS.

In accordance with the state law, no children are received into the kindergartens or into any other of the schools, who are less than five years of age. This being the case, the Board has the choice whether those entering children shall be taught in kindergartens or in the



usual primary schools. The kindergartens are much appreciated in all those localities where they have been long enough established for the patrons of the schools to become familiar with them. There has been an earnest desire on the part of parents in other parts of the city that their children entering school should be able to share in these benefits. There is no doubt that in deciding to conduct the additional kindergartens the Board has filled in these localities a felt and popular want.

#### SUPERVISION BY PRINCIPALS.

Some discussion has arisen as to the supervision of the schools aside from the general supervision given by the superintendent. With the number of schools operated in our city—considerably over three hundred different schools—it is a physical impossibility that the visits of the superintendent should be sufficiently frequent to answer the requirements for close supervision. These must be supplemented either by assistant supervisors, or by supervising principals, or by both. In many, perhaps in most cities, both these means are made use of. In our schools up to this time, only the assistance of supervising principals has been in use.

Whatever may be the need of the future, there seems little doubt that where only one of these means of supervision is provided, supervision by principals is by far the better plan.

Aside from the general direction and planning which must be the work of the superintendent, the personal element enters largely into successful supervision. The immediate supervising officer must know intimately the teaching force in his charge. He must know the personal strength and weakness of his teachers. Even more important is it that he shall know the individual pupils of

his school, especially such as are likely to need individual attention, and that he shall know personally as many of the patrons of his school as may be. These, the assistant or district superintendent cannot know as they should be known. It is important that a local sentiment exist about a school; that a local pride and loyalty towards it shall be felt among its constituency. This cannot be built up by a supervisor charged with equal responsibility for several schools; neither can a mere assistant, or subordinate, do it for the building or the locality.

It is important, too, that a responsible head be at all times on the spot for the proper administration of the affairs of the building, in keeping the machinery running smoothly and attending to such questions of policy or cases of discipline as are likely to arise at any time. The patrons of the school may at any time call upon important business, and when they call, they wish to find there some one authorized to attend to the business they have to present.

Except in the largest schools, not all the time of the principals is devoted to this work. In most of the schools a part, in many of them a large part, of the time of the principal is devoted to the work of instruction. But he is present, his influence is always felt, and adds strength to the standing and work of the school.

Where principals are required to do this work and, as is proper, their salaries are made greater than would be paid to "first assistants" in case district or assistant superintendents were employed, a much stronger grade of principals can be retained than could be kept were the other plan in use, and at no greater cost, the schools having each constantly in this way the influence and help of a stronger personality and more judicious guidance.

The plan of supervising principals has been in use in the schools for many years. Under it not only the individual schools, but the school system has prospered.

Until both plans of supervision seem needed and can be used, it would seem unwise to make a change. The loss of our supervising principals would be followed by a marked and quickly perceptible loss in the efficiency of the schools.

#### SCHOOL DISCIPLINE.

I feel that I ought to call the attention of the Board to the conditions of discipline as they exist in the schools. Not only are the pupils of our schools obedient and orderly and almost uniformly attentive and studious, but the most charming spirit of friendship and confidence exists both between teachers and pupils, and on the part of the pupils towards each other. The discipline is not harsh and rigid; though obedience is prompt, it is cheerful. Physical punishment is not prohibited, in cases where this seems the only means, but it is in disfavor with all teachers, and it is almost never resorted to—never except where every other means seems to have proved ineffective. In such cases it is often better to use even this means, rather than that children be excluded from school to learn upon the streets the evil that will make them useless or injurious members of society and dangerous citizens.

The schools seek in all cases of difficulty the co-operation of the home. Where this can be secured, there are few cases that cannot be satisfactorily reached. Even where this is wanting, a surprisingly large number of cases is reached by appeal to the better nature and higher aspirations of the child. I have known cases where both the teacher and principal have worked for weeks, not to secure obedience and orderly behavior, which had already been yielded, or even passibly good lessons, but to implant in a pupil a right motive, a feeling of honor and a habit of honesty. If parents knew

always the sincere and genuine interest and the personal good-will that is felt by nearly all our teachers toward each of their pupils, the hearty co-operation of the home would seldom be lacking.

The children in the schools are allowed a good deal of freedom of expression at proper times. Independent thought and a good expression of it are encouraged. The teachers are almost universally willing to use in their intercourse with pupils the courteous speech and manner which they expect to receive. But independent opinion properly expressed does not alarm them; they do not fear that discipline will be subverted or authority lost because an opinion is expressed by a pupil upon some school subject at variance with that commonly received, or because some pupil asks for the reasons for some statement made by the teacher.

Sometimes teachers entering the schools from other places do not understand the methods pursued and find trouble in management until they learn the spirit which prevails; how to give, as well as to receive, courteous treatment; how to permit freedom and at the same time how to direct it so that it may never become lawlessness or disorder.

#### PENMANSHIP.

Two years ago some of the schools began to use the vertical system of penmanship. The trial was so successful that one year ago the system was adopted for use in all the schools.

As a result of this change from the slant hand, the writing shows marked improvement and is now in a very satisfactory condition.

In correctness of form and beauty the daily writing is much improved. In average legibility throughout all grades, the improvement has been marked.

Some little saving in paper has resulted also, through



the decreased height of the loop, stem, and capital letters, a decrease which permits more lines to be written upon a page.

As notable an advantage as any, however, seems to be that many children who have under the old plan been poor writers, under the new plan acquire a legible hand of good appearance, something they had never been able to do before. The testimony of teachers is quite uniform upon this point, and their opinion is borne out by my own observation.

#### EXHIBIT AT THE STATE FAIR.

In September, 1895, the schools displayed at the Nebraska State Fair an exhibit of written lessons showing penmanship and composition, of the drawing work done in the various schools, of the work of the manual training department of the High School, and of the work done in the Kindergartens.

The display was much commented upon and praised. The inquiries and comments made in conversation with those in charge indicated that the showing had been of value to those connected with other schools in enabling them to see what advances had been made in the Omaha schools. Awards were made for excellence in different lines of the work, and the exhibit received a handsome silver medal as the best display of school work.

#### CONTAGIOUS DISEASES.

The schools have been fortunate throughout the year in suffering very little from contagious diseases. No general epidemic has occurred of any of the common children's diseases, and the regularity of attendance has been much helped in consequence.

Teachers and principals have exerted great care in excluding children having any contagious disease, and in



finding out where such disease existed, so that contagion from the family might be guarded against. Parents sometimes become angry when investigations of this sort are made, or when their children are excluded from school through fear of contagion, but the health of the schools demands that it be done, and the teachers are deserving of high praise for the thoroughness with which they have looked after this often disagreeable part of their duties. The schools have enjoyed, too, the heartiest co-operation of the Board of Health in the matter. The "inspector of contagious diseases" has at all times been ready to look up at once any doubtful cases referred to him. He has made many visits at the request of the schools and has notified the schools at once of any points where danger existed. In this way much suffering and much absence from school have been prevented, and there is little doubt that the lives of many children have been saved.

#### FLAG PRESENTATIONS.

During the year the Grand Army of the Republic presented a handsome flag to the Lothrop School. The Columbian School received also a fine flag from the Junior Order of United American Mechanics, while a very large and fine flag was presented to the Lincoln School by the Patriotic Order of the Sons of America.

Upon all those occasions, appropriate ceremonies were observed; the school was assembled, speeches of presentation and acceptance were made, calling attention to the flag as the symbol of our country, and the children urged to cultivate love of country and always to honor the flag. They joined in the singing of national songs, and concluded the exercises by a salute to the flag. The children take great pride in these national emblems, and the sight of the stars and stripes floating to the breeze on all notable days, cannot but serve to remind them of

the greatness of their country, of the many blessings they daily owe to her care, and of the duty of hearty loyalty and conscientious citizenship which they owe to her, both now and as they grow to manhood and womanhood.

#### REPORT OF HIGH SCHOOL, ETC.

You will find accompanying this, the report of the High School and Teachers' Training School, of the Supervisor of Kindergartens and of the supervisors of music and drawing.

The Principal of the High School comments upon the crowded condition of the building. I am constrained to re-enforce his remarks on this topic. The people of Omaha must at no distant day provide adequate accommodations for the High School. The building now contains from three hundred to four hundred more pupils than it ever ought to be called upon to hold. Not only is this true, but many of the rooms are unsuitable for the work of the classes compelled to use them.

During the year past, the Woman's Christian Temperance Union has been permitted to use one of the basement rooms of the High School in which to serve luncheons to teachers and pupils. The prices charged have been very reasonable and the quality of food served excellent. Many of the teachers and a large number of the pupils have been glad to avail themselves of the opportunity afforded for a warm and wholesome luncheon at a reasonable price. Some of the pupils have heretofore gone without any luncheon at noon—a most unwholesome practice and one not conducive to good afternoon lessons. I believe that the serving of these luncheons has been of advantage to the school both in the health of the pupils and in the quality of school work. It is to be hoped that the same plan or some modification of it may be in operation during next year.

The report of the principal of the Training School reviews the situation there, and sets forth some considerations that should be thought of in that connection.

The report of the Supervisor of Kindergartens deserves general perusal, for while these schools have been among us for several years in some localities, their aims and work are still not well understood by large numbers of our people.

The reports of the supervisors of music and drawing show that work in good condition. Any one who visits the schools will readily see this, and cannot but be impressed with the interest taken, and with the skillful and ready way in which both teachers and pupils take hold of the work.

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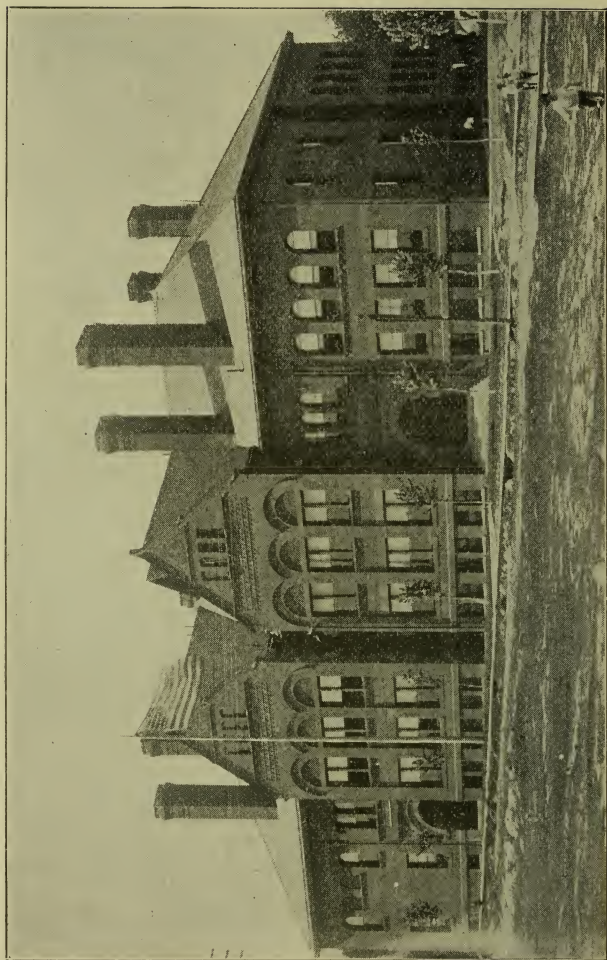
In conclusion, I wish to acknowledge the pleasant and hearty co-operation that has been extended to me by principals and teachers in this, the first year of my work in the schools. It has smoothed many rough places and has enabled us to do better for the schools in which we are all interested than could have been possible had this mutual good will and confidence been lacking.

I am indebted to the members of the Board of Education also for much sound counsel in taking up my work here, and for their uniform consideration and support in the duties of the year.

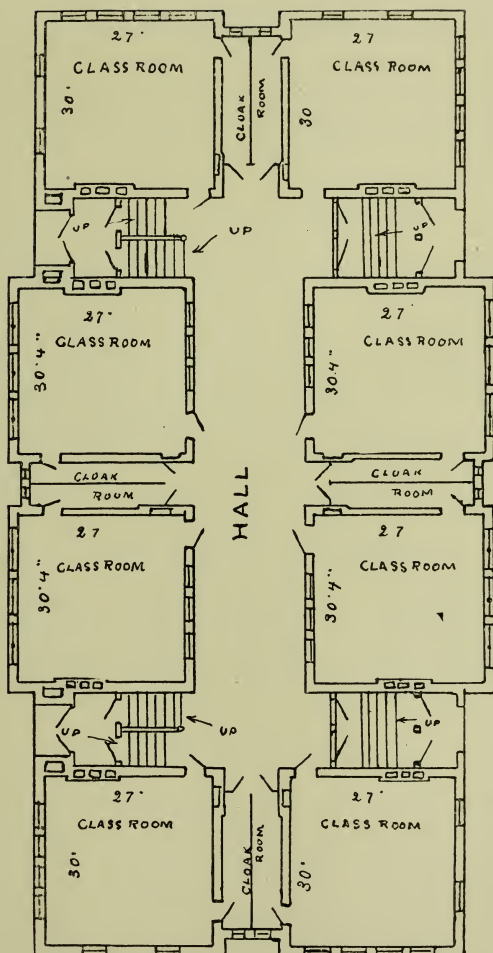
Respectfully submitted,

CARROLL G. PEARSE,  
Superintendent Instruction.

OMAHA, Nebraska, July 6, 1896.



COMENIUS SCHOOL—17 Rooms.



FIRST FLOOR PLAN OF COMENIUS SCHOOL.





## REPORT OF THE HIGH SCHOOL.

OMAHA, Nebraska, July 6, 1896.

Mr. Carroll G. Pearse, Superintendent of Instruction:

Dear Sir:—The following report of the Omaha High School for the year ending June 26th, 1896, is respectfully submitted:

Enrolled in September and October, 1895.....1,061  
 Total enrollment for the year.....1,205  
 Largest number belonging as shown by bi-weekly  
 report .....1,010  
 Maximum attendance as shown by bi-weekly report 969  
 Number belonging in High School after June pro-  
 motions (not including graduates).....1,212

One hundred and one graduates received diplomas,  
 as follows:

## CLASSICAL COURSE.

Theodora Borglum,	John E. Dolan,	Bessie I. Dumont,
Chester A. Franklin,	Marie P. Kennedy,	Arthur E. Keniston,
Eugenie M. Mackin,	Mary C. Moore,	Alberta M. Newton.
**Robert S. Towne,	Alexander T. Young,	

## LATIN-ENGLISH COURSE.

Ella M. Andress,	Josephine Biart,	Lida Brainard,
Ella Breckenridge,	Ardelia M. Brown,	Minnie W. Crane,
Courtney E. Dale,	Myrtle M. DeGraff,	Mary Egbert,
Dora Enewold,	Kenneth Evans,	*William E. Godso,
**James S. Goetz,	Minnie Hickstein,	Bertha Higgins,
Robert H. Hunter,	Bernhardina Johnson,	Anne} N. Johnson,
Josephine Kelleher,	Mary O. Lehmer,	Winifred Lemon,
Mae McMaster,	Lula I. Morris,	Carrie Nielsen,
Byron S. Peterson,	Harry G. Ross,	Clementina Russell,
Belle Ryan,	Lillie M. Schneider,	Myrta M. Schneider,
Grace W. Shorrock,	Nellie C. Shultz,	Ruth O. Snowden,
*Bert P. Stilts,	Lucilla A. Sullivan,	Blanche Thompson,
Clarence L. Thurston,	*F. H. Walker,	*Lester Willson.

## GERMAN-ENGLISH COURSE.

Olga Andreen,	May Balbach,	Grace C. Bassett,
Josephine Bell,	Esther Bergquist,	*Karl A. Connell,
Daisy M. Bryant,	Edna M. Cutshall,	Belle Goldsmith,
Louise Heller,	**Will J. Johnson,	Augusta Kramer,
*Albert F. Krause,	Agnes Levi,	Ethel A. Lynn,
Mabel Mathis,	Hattie L. Manger,	Juliet Morris,
Ella M. Sandberg,	May Schibsby,	Julius Schleip,
*Adolph Shane,	*Ed. F. Spethman,	Anna Svacina,
*Arthur B. Tebbens,	Jessie R. Weeks,	Fredericka M. Wessels.
Mary M. Wilhelmy,		

## FRENCH-ENGLISH COURSE.

May L. Bartlett,	Helen M. Day,	Bertha Shackelford.
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## ENGLISH COURSE.

Anna Bennett,	*Horace C. Burr,	Ralph S. Connell,
*Howard J. Cowgill,	*Fred B. Dale,	*John W. Dickinson,
Grace Edwards,	Francis J. Gish,	Anthony H. Gsantner,
Hans C. Hansen,	Mary R. Harvey,	Stella Huestis,
Sarah E. Macomber,	Flora A. Patten,	Emma Rosicky,
Edna I. Sherwood,	Clara L. Snyder,	Anna J. Watt.
Emma Winslade,	Grace Young,	

\*Manual training extra two years.

\*\*Manual training extra one year.

## GRADUATION PROGRAM.

## PART I.

OVERTURE, MARCH—King Cotton.....	Sousa
SECOND INFANTRY BAND.	
ESSAY.....	The Knight of the Nineteenth Century
	MISS BESSIE DUMONT.
ESSAY.....	Reciprocity
	MISS MAUDE BRYANT.
PIANO SOLO—Grand Valse No. 5, Opus 42.....	Chopin
	MISS MYRTLE DE GRAFF.
RECITATION—Tiussaint L'Ouverture.....	Wendell Phillips
	MR. WILL GODSO.
ESSAY.....	The Debt of the World to Greece
	MISS MINNIE CRANE.

ESSAY.....	Historic Myths
MISS OLGA ANDREEN.	
MUSIC—Ben Hur March.....	By Banjo Club
SERENADE.....	Schubert
SECOND INFANTRY BAND.	

## PART II.

RECITATION—Ben Hur's Chariot Race.....	Lew Wallace
MISS BELLE GOLDSMITH.	
ESSAY.....	Our Greatest Soldier
MISS JOSEPHINE BIART.	
PIANO SOLO—Polonaise No. 1, Opus 17.....	Moszkowski
MISS JOSEPHINE BELL.	
ORATION.....	Patriotism in Partisanship
MR. CHESTER FRANKLIN.	
ESSAY.....	The Mission of the Poet
MISS EUGENIE MACKIN.	
ADDRESS—To Graduates and Presentation of Diplomas.....	
SUPT. C. G. PEARSE.	
(a) DUET—Larboard Watch.....	Williams
(b) DUET—Misereri from Il Trovatore.....	Verdi
SECOND INFANTRY BAND.	
MARCH—Directorate.....	Sousa

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I would call your attention to the report of the Manual Training Department:

Manual Training Dept., Omaha High School,  
OMAHA, Nebraska, July 28th, 1896.

Mr. Irwen Leviston, Principal Omaha High School:

Dear Sir:—I herewith submit to you my annual report on Manual Training. The total number of pupils enrolled in September, 1895, was one hundred and ten. Sixty of this number took the first year course in mechanical drawing, carpentering and turning. Thirty of this number took the second year course in mechanical drawing, pattern-making, molding in lead and turning; leaving twenty in September, 1895, who could not take Manual

Training. In February, 1896, forty-five pupils made application for Manual Training, but for lack of room and tools could not be accommodated, and had to take other studies.

The Manual Training Department of the Omaha High School is equipped for eighty pupils, but during the last term the demand for Manual Training was so great that in some instances I assigned the same lockers and sets of tools to two pupils, and had ninety-five pupils at work.

The average in most schools where they have Manual Training is sixty pupils to a teacher.

The result of our exhibit at the State Fair is shown by the following awards:

First premium in manual training.

First premium in mechanical drawing.

First premium for best piece of first year work, awarded Howard Leonard.

First premium for best piece of second year work, awarded Oscar A. Albrecht.

First premium for best specimen of carving on wood, awarded Bert P. Stilts.

Special premium for original work, awarded Joel Stebbins for telescope.

Special premium for original work, awarded David Small for electric motor.

J. E. WIGMAN.

The results we are getting from our Manual Training Department entitle it to much better accommodations; more ample accommodations certainly, since it can now provide for little more than half the number of pupils who wish to take the subject the coming year.

I sincerely wish that this, my first annual report, might consist of complete solutions of simple problems, past and prospective, rather than suggestions of future perplexing difficulties, which can be satisfactorily overcome only by providing the High School with the additional room which it needs and deserves.



The approach to our present crowded condiditon has been so gradual and insidious, that it is doubtful if even we, who are most intimately acquainted with it, are sufficiently concerned. Some of the most evident objections are these: Every room in the building, large and small, including the basement and mansard, must be constantly occupied, allowing for no freedom of movement. The desks throughout the whole building have been re-arranged so that the aisles in the larger rooms are only eighteen inches wide and in the smaller rooms the seats have no space between them. We are compelled to place six hundred and fifty pupils upon the third and fourth floors, which is matter for more than serious reflection. None of our present rooms are suitable for science work; this is all the more aggravating since we are thereby prevented from putting in force our own plans for science teaching which have already been accepted, proved and commended by other high schools. A large and varied amount of office work must all be transacted in one small room, and it is not always conducive to the best results, when the parent and teacher are compelled to meet amid a listening crowd. What is usually considered as a necessary adjunct to a high school, a consulting room where all reference books may be arranged, cannot at present be enjoyed by us.

When people express surprise at the continual growth of the High School, they should consider the fact that four of the twelve grades in the city schools are located in this one building, then they will understand our needs and not object to paying for better accommodations.

It has been suggested by those who have studied all the conditions that the most economical and least objectionable form of relief will be obtained by building a detached addition west of the High School, with rooms suited to the Manual Training and science subjects.

Since no plan can be made available the coming year, we shall employ the patience, which we have learned to cultivate during past years; and compensate, as far as possible, for over-crowding by extra teaching effort.

At the close of the year we tried to establish a closer connection between the eighth and ninth grades by inviting visits from the pupils of the eighth grade and furnishing them with courses of study and explanations of the same. The response to this assures us that the new pupils will feel at home from their first entrance into our building. During the past year the alumni have manifested more than their usual interest, as shown by frequent visits and approving criticisms. It is one of the most pleasing encouragements to the faculty of any educational institution to be made aware of kind remembrance on the part of its graduates. Visits from parents have been on the whole considerable; but when compared with the number of pupils they are too few. An interest on the part of parents, shown by personal presence, is one of the best of stimuli to teachers. Of late, our State University has manifested a helpful interest, for which we are especially grateful.

The joint labor of the State Department and University, as shown in the Nebraska High School Manual, is appreciated by us, as it should be by all the High Schools throughout the State. While the larger number of our pupils graduate into the world rather than into the university or colleges, yet their choice in life is helped by everything which explains the means, purpose and results of education.

It is gratifying to see the ease with which our graduates obtain positions, even in these unemploying times. A canvass of the class just graduated would find almost none unwillingly idle. This shows the confidence of business men, not only in our legitimate product, the trained mind, but also in the moral standard and material grasp of the graduate.

This year we have improved the appearance of our halls, and gained a new aid to education by a number of carefully selected pictures, purchased with the proceeds of graduation exercises. In the matter of reference books we are saved from starvation, if not from pauperism, by the benevolence of the public library, which has continued to favor us with special privileges in its reference rooms, for which we are thankful to all concerned in the administration of its affairs.

The plan introduced by you of relieving pupils, of high standing, from stated examinations, has resulted in much better daily recitations from the pupils, thereby substituting thorough, continuous work for spasmodic efforts at examination time, and saved the teachers from much unnecessary labor.

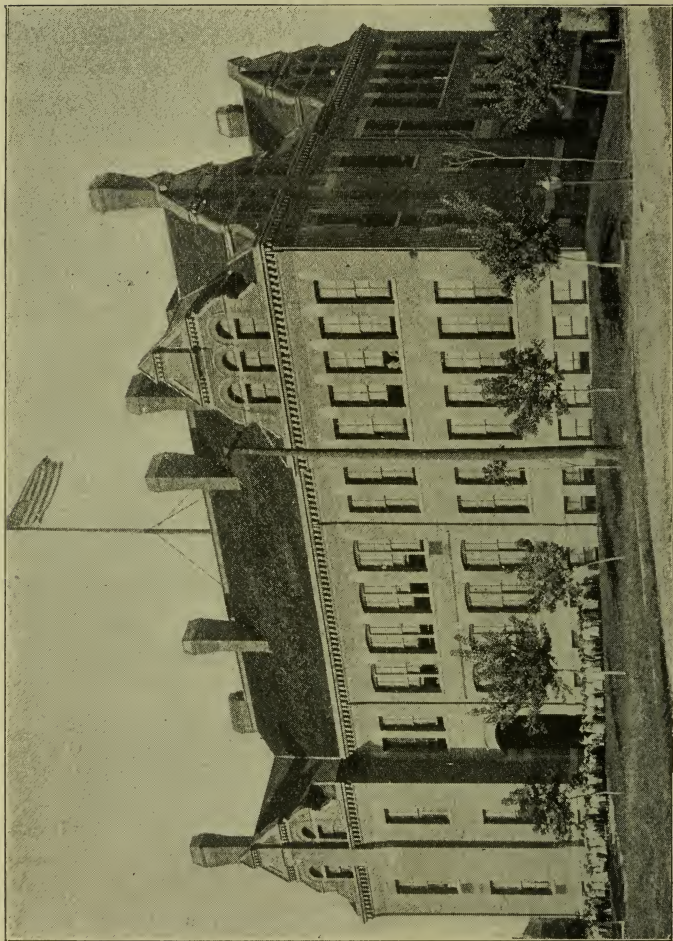
The loss of our former principal, with whom we had been associated for so many years, made us question for the immediate future of the school; but, thanks to faithful efforts on the part of all the teachers, and unusual interest and effort by some, we reached the end of the year in perhaps as satisfactory a condition as could be expected; this leads us to hope that we may sustain the established reputation of the school and maintain and advance its present high standard.

Accompanying this are extracts from the report of Lieutenant Julius A. Penn of the Second Infantry, commandant of the Cadet Battalion, to the adjutant of the post at Fort Omaha, the extracts containing such portions of the report as are of general interest.

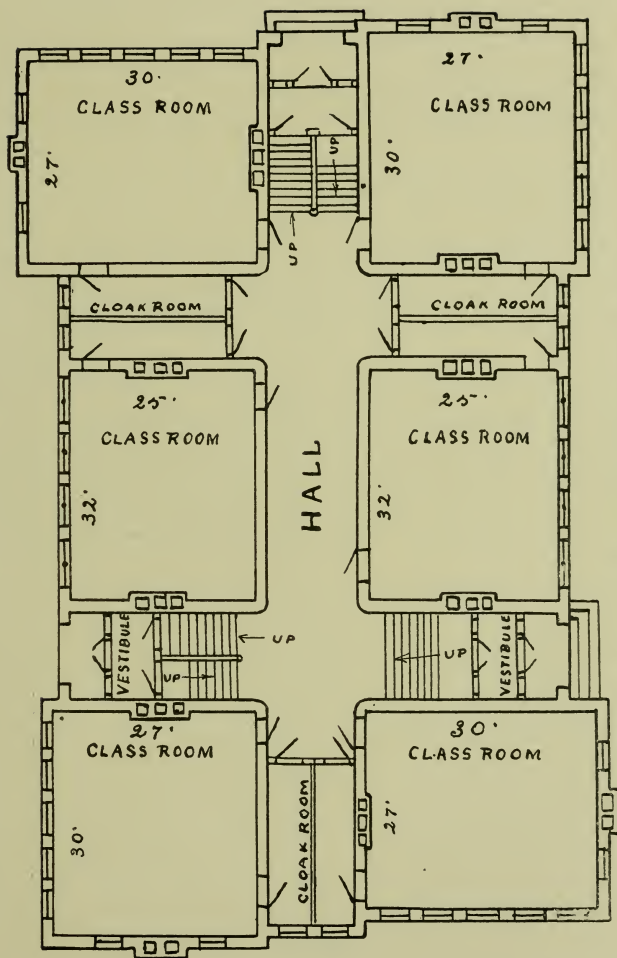
Thanks are due the Board of Education, and especially the High School Committee, for the considerable time and attention they have given to our affairs; and to you, Sir, for the more than official assistance you have rendered us.

Very respectfully,  
IRWEN LEVISTON,  
Principal High School.





WEBSTER SCHOOL—12 Rooms.



FIRST FLOOR PLAN OF WEBSTER SCHOOL.





## MILITARY INSTRUCTOR'S REPORT.

FORT OMAHA, Nebraska, June 29, 1896.

Adjutant, Fort Omaha, Nebraska:

Sir:—I have the honor to submit the following report upon the military instruction at the Omaha High School during the past year:

In September, 1895, when the fall term opened, I was on detached service as Acting Chief Commissary of Subsistence, etc., etc., of the troops in the field in eastern Idaho and western Wyoming, and did not return to my proper station at Fort Omaha from these duties until October 28, 1895.

The senior Cadet Captain, Ralph S. Connell, acting under my instructions, assumed command of the High School Cadets during September and October, conducted the usual drills and performed his duties in a very satisfactory and praiseworthy manner.

## ENROLLMENT AND ATTENDANCE.

The Omaha Board of Education, having decided that enrollment in the High School Cadets should be compulsory upon all male students of the High School, a greater enrollment was made than had been expected. A liberal policy, however, has been followed in the matter of permanent excuses from drill, and it is believed that the compulsory enrollment has worked no hardships upon deserving boys nor embittered those few parents who may have had conscientious scruples about military drill. Quite a number were excused on account of physical disability, though some of these were encouraged to take part to a limited extent in the drills. A still larger number of boys were excused on the ground that they needed all of their extra time in which to earn their livelihood. The com-

pulsory enrollment has been satisfactory, and it is thought that fewer excuses will be necessary the coming year. The average enrollment during the period from September 24, 1895, to June 11, 1896, has been two hundred and sixty, as against an enrollment last year of one hundred and eighty-six—an increase of seventy-four. The average attendance at sixty-eight drills and formations has been two hundred and thirty-three. Average attendance last year, one hundred and seventy.

The average enrollment of uniformed cadets was 211, with an average attendance of 187, counting all absentees both excused and unexcused. With the increased enrollment of this year we have had a slight increase in the number of unexcused absences, but the percentage does not appear to be larger than last year and still remains small.

The drill hours remained the same as last year, from 2:10 to 3:10 P. M., and as contemplated by my instructions drill was had twice a week, on Tuesdays and Thursdays. Occasionally drills would be given three times a week. The military instructor was excused from his garrison duties at Fort Omaha upon drill days only.

As arms and equipments have not been supplied, drills have been confined to the setting up exercises and to the marching movements in the school of the squad, company and battalion. Some few drills in extended order were given, but were limited to the school of the company, owing to the small size of the drill ground available.

The indoor drills were confined to the facings, salutes and the setting up exercises, and were held in the corridors of the school building, whenever the weather was inclement. These indoor drills were generally limited to one-half or three-fourths of an hour. A number of lectures were given upon military subjects, "The Ration," "The Field Equipment," etc., etc., and were usually illus-

trated with models. When lectures were given, the indoor drill was limited to one-half hour and was followed by the lecture. The cadets were also frequently assembled for special talks upon their duties.

#### ORGANIZATION.

The organization of the battalion remains practically the same as last year, an infantry battalion of four companies. For the benefit of those boys who were not able to purchase a uniform, another company was formed during the year, and all boys not uniformed were assigned to it. The officers for this company were selected from the uniformed companies—only the Corporals being selected from the ununiformed boys. The company was able to make a very creditable showing in the drills, and as the same causes will no doubt exist during the coming year for its existence, the usual officers were selected for this company for the ensuing school year.

The effect of the two years' previous training was shown in the increased interest taken in the drill during the year by the older cadets and by their greater familiarity with the smaller essential details of military training.

Few orders have been issued, few rules laid down for their guidance; a strict conformity to Drill Regulations being exacted—not by a reiteration in orders, but by correction of any bad customs or wrong ideas whenever they arose.

A stronger esprit de corps has been noticeable during the year, and the general tone of the battalion has improved.

#### DRUM CORPS.

A fife and drum corps of sixteen pieces was organized about March 1, 1896, and the services of Mr. Wede-

meyer, the leader of the Second U. S. Infantry Band were secured by the Board of Education for a course of instruction. The progress was rapid and the Drum Corps participated in the battalion formations, parades, etc., during April, May and June. As most of the members of the Drum Corps belong to the lower grades, the instruction given this year will be of great benefit in enabling the cadets to start in the ensuing year with a fully organized and equipped Drum Corps. The services of a good instructor in fife and drum music should be secured for a course of instruction in the fall or winter to insure continuous improvement. A shako and baton were secured for the Drum Major, but no distinctive uniform was adopted for the Drum Corps. The members of the present Drum Corps are entitled to credit for the interest taken and for the amount of time devoted voluntarily to extra practice.

#### UNIFORMS.

It is hoped that the Board of Education will continue to maintain the same standard cloth for the uniforms and insist upon a strict compliance with the specifications for the uniforms. The serviceability of the cloth adopted as a standard has been shown in the number of uniforms that were purchased the first year being worn during the past one. Each uniform has been carefully inspected as to material, workmanship and fit, and no cadet allowed to pay for his uniform unless it was satisfactory to the inspector. The rule has been that no boy will be denied the privileges of drill because he has no uniform, but if in uniform it must be one that has been made by the contracting firm and that has been duly inspected.

The High School cadet uniform has become well-known to the citizens of the city, and their comment upon



the neatness and soldierly bearing of the cadets has done much to stimulate in them a just pride in their uniform and has stirred up quite a spirit of emulation among the younger boys that augurs well for the continued success of the military drill. It is believed, too, that the two years' experience in the use of the uniform has convinced many parents that it is the most economical method of clothing their boys, as well as being neat and becoming, and that this fact when taken with that that the cost will be even less the coming year, will result in a smaller enrollment in the ununiformed company.

The liberality of several of the citizens enabled a number of the boys of the ununiformed company to join the uniformed battalion before the close of the school year.

#### PROMOTIONS.

Following the custom laid down the previous year, an examination was held in April to determine the fitness of the cadets for promotion. The fact that 134 cadets attended the examination, which was largely voluntary, will illustrate the interest taken, and the result showed careful study of the drill regulations by the majority of those examined. The examination was not taken as final, but was an excellent guide and was given due weight in connection with the cadet's record of attendance, his conduct at drill, and general military bearing and physique, and fitness for command as shown by his work upon the drill ground. To no part of the work has the Military Instructor given more thought and study than to the selection of cadet officers and non-commissioned officers, and while he believes he has made his selections justly and fairly, yet he knows that many deserving boys did not reach the coveted chevron.

## ANNUAL COMPETITIVE DRILL.

Upon Friday evening, May 22, 1896, the second annual competitive drill between the uniformed companies of the High School Battalion (for the honor of carrying the battalion flag) was held at the Charles Street Park in the presence of an audience of about 5,000 people. Capt. E. K. Webster and Lieuts. McArthur and Hutton of the Second U. S. Infantry acted as judges. Company C, Capt. Karl Connell, with a score of 86.7, was declared the winner, and was announced as the color company for the ensuing year. Company A scored 82.7, Company D 82.4 and Company B 82. The individual competitive drill for a gold medal given by the Thurston Rifles of Omaha, was taken part in by five cadets from each company, including the un-uniformed company. The five boys were selected in each company after company competitive drills. This drill was won by First Sergeant W. Storrs Bowen, Company C, and the medal was presented by Brig. Gen'l J. J. Coppinger, commanding the Department of the Platte.

## CEREMONIES.

Upon May 17, 1896, the Cadet Battalion, including the non-uniformed company, was reviewed and inspected by Brig. Gen'l J. J. Coppinger, commanding the Department of the Platte, accompanied by Lieut. Col. Geo. M. Randall, Eighth Infantry; Lieut. Col. Theodore Schwan, Adjutant General, Department of the Platte, and Lieut. Grote Hutcheson, Ninth Cavalry, Aid to Gen'l Coppinger.

The Cadet Battalion has not been formally inspected by an officer of the Inspector General's Department since instruction was begun in March, 1894, but the inspection last year by Gen'l Brooke, the then Department Commander, and this year by General Coppinger, has done

much toward fostering an appreciative interest in the military drill.

The Cadet Battalion, upon May 30th, 1896, took part in the parade and ceremonies of Memorial Day under the auspices of the Grand Army of the Republic.

#### RECOMMENDATIONS.

I would recommend that the names of the three most meritorious cadets, among the graduates of the High School of this year, be inserted in the Army Register. I would recommend

Ralph S. Connell,

Hans C. Hansen,

Kenneth Evans.

The Military Instructor has received no extra compensation during the year. His extra expenses incurred on account of the duty, car fare, etc., have been paid by the Board of Education. It may be well to add that the total amount of such expenses that have been paid by the Board of Education for the entire period from March, 1894, to June, 1896, has been but \$98.25, and that the other expenses of the Board of Education for the Military Department—which includes the pay of an instructor for the Drum Corps, the purchase of a silk flag and flag case—have been less than \$100.00. So that the total expense to the city for the military instruction has been less than \$200 for the entire period during which military instruction has been given.

My appointment as Regimental Quartermaster of the Second Infantry, upon June 8, 1896, necessitated the discontinuance of my duties as Military Instructor of the High School Cadets. As the school year, so far as the Military Department was concerned, was to terminate upon June 11, I continued to act as Military Instructor

until that date. Upon June 11, the battalion was paraded and the promotions and assignments announced for the ensuing school year.

I would earnestly recommend that the interest shown by the War Department thus far in the military drill in the Omaha High School be maintained, and that, should the Omaha Board of Education so desire, that the opportunity be extended to them of securing an officer from the garrison of Fort Crook to continue the military instruction. I think, too, that more substantial assistance should be extended to the boys in the way of arms and equipment. The cadets have maintained an ever increasing interest in the drill, much to the surprise of many who considered that without the incentive of arms and equipment the interest would soon die out and disappear. It must be remembered, however, that they have believed that the War Department and Congress if necessary would eventually grant their request and give them arms and equipment, and I believe that it is not only fair and just to the cadets, but of very material importance to the government to encourage the military spirit and spread of military knowledge where such earnest endeavors are made to acquire the essentials of military training. The boys naturally feel that without rifles their instruction is not so complete as it should be. That what instruction they have received is of material benefit to them is shown by the high stand in military matters taken by those who have been under instruction here when they enter a college having military instruction, and notably the University of Nebraska, at Lincoln. For the benefit of the many young men, however, who must be content with a High School education and who are deprived of further military instruction at colleges and universities, I think that as long as the instruction is continued here, and I believe the school authorities are anxious to continue it, the means should be provided for the



Military Instructor to give as complete a training to these young men as is given at the colleges and universities. The average age of the boys undergoing military instruction here is 16 1-6 years. About 40 per cent. of them could carry the service rifle of .45 or .30 calibre. About 75 per cent. could carry the cadet rifle. For the remaining 25 per cent. a lighter arm would be necessary, or the marching movements alone could be given them, as is done now with all. As the greater portion of them belong to the lowest grade in the school, they would probably be large and strong enough, by the time they had spent a year in the school, to handle the cadet rifle.

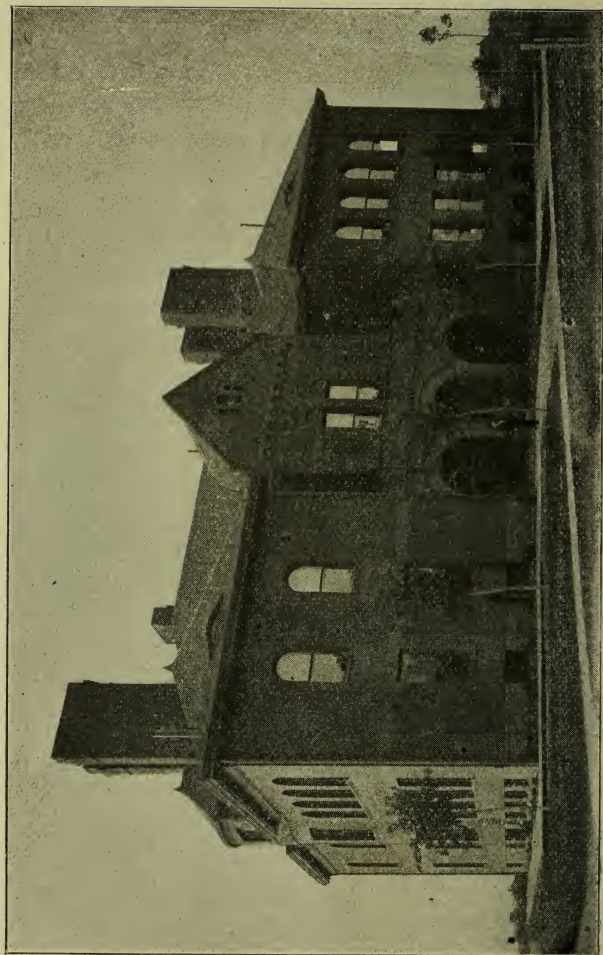
A comparison of the number of cadets under instruction here and the amount of time devoted to drill, with similar data from the universities and colleges having military instruction, will show the extent of the work here, and if it is desired to disseminate military knowledge among the greatest number, and to plant this knowledge among those whose minds are at the most receptive stage, I can conceive of no better opportunity of doing so than by encouraging in every way possible the military drill in the public High Schools throughout the country.

In submitting this, my last annual report upon the work here, I desire to express once more my appreciation of the cordial support we have received in the military instruction in the High School, from the local press, from the Board of Education, from the Superintendent of Instruction, Prof. Pearse, from the former Principal of the High School, Prof. Lewis, the present Principal, Prof. Leviston, and from many citizens of Omaha, as well as the continued interest and co-operation of my regimental and department commanders.

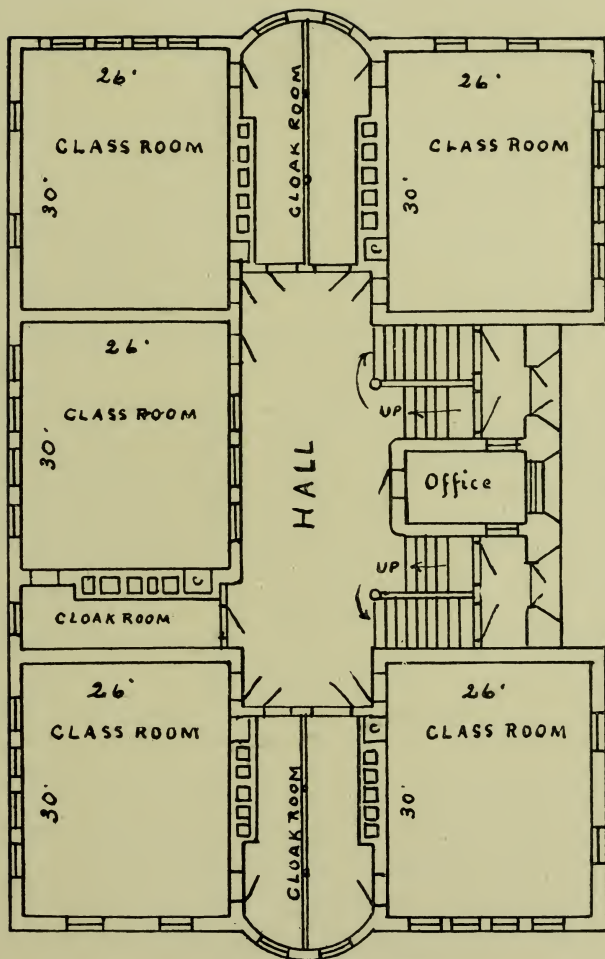
Respectfully submitted,

JULIUS A. PENN,  
1st Lt. and Q. M., 2d Infy.





FRANKLIN SCHOOL—10 Rooms,



FIRST FLOOR PLAN OF FRANKLIN SCHOOL.



## REPORT OF TEACHERS' TRAINING SCHOOL.

Mr. Carroll G. Pearse, Superintendent of Instruction:

Sir:—I have the honor to submit herewith the report of the Teachers' Training School for the school year 1895-96.

The number of pupils enrolled in the Department of Practice was about four hundred and fifty, the exact figures being incorporated in the reports of the Principals in whose districts Practice Schools were placed.

The entire number enrolled in the Department of Theory was thirty-three. Of this number the young ladies whose names follow were graduated February 14, 1896:

Florence Viola Brown,	Jessie Cameron Godso,	Louise Phelps Salmon.
Alice Mary Craig,	Katherine M. Morse,	Maria C. Valentine,
Annette De Bolt,	Sarah King,	Edith A. Waterman,
Clara S. Davenport,	Neva A. Shipherd,	Bertha B. Williamson.

The following program was presented:

## PROGRAM.

1. TRIO—"Lift Thine Eyes".....Mendelssohn  
TRAINING SCHOOL.
2. ESSAY—"Some Elements of a Teacher's Power".....  
MISS BERTHA B. WILLIAMSON.
3. PIANO SOLO—Melody.....Rubenstein  
MISS ALICE M. CRAIG.
4. ESSAY—"Children's Falsehoods".....  
MISS JESSIE C. GODSO.
5. PART SONG—"Beautiful Streamlet".....Arranged from Donizetti
6. RECITATION—"Vision of Sir Launfal".....Lowell  
MISS EDITH A. WATERMAN.
7. CALISTHENICS—Illustration of School Work.  
GRADUATING CLASS.
8. PART SONG—"Rest Thee on this Mossy Pillow"....Henry Smart  
TRAINING SCHOOL.

9. ESSAY—"Two Days in School".....  
MISS SARAH KING.
10. VOCAL SOLO—"He Was a Prince".....Lynes  
MISS CLARA S. DAVENPORT.
11. ESSAY—"Sorrows of Childhood".....  
MISS KATHERINE M. MORSE.
12. PART SONG—"The Fairy Revel".....Rossini  
TRAINING SCHOOL.
13. VOCAL SOLO AND PANTOMIME—"Star Spangled Banner".....  
MISS ARNOLD AND GRADUATING CLASS.
14. PART SONG—"Homeward Bound".....Jules Benedict  
TRAINING SCHOOL.
15. ADDRESS TO GRADUATES.....  
MR. CARROLL G. PEARSE, Superintendent of Instruction.
16. PRESENTATION OF DIPLOMAS.....  
MR. IRA O. RHOADES, President Board of Education.
17. PART SONG—"Bei Nacht".....Arranged from Beethoven  
TRAINING SCHOOL.

The very large attendance at the graduating exercises, Boyd's Theater being completely filled, is an evidence of the interest of the community in the work.

The closing of the school, by writ of injunction, immediately after the graduating exercises, interrupted its further work, and uncertainty as to the outcome led the class of 1897 to finish the year at the State Normal School, where they were graduated, taking high rank. They are thus enabled to become candidates for positions in the Omaha schools five months earlier than would otherwise have been possible. Those graduated in both classes, after taking the regular teachers' examination, were placed upon the assigned list and are now, as their services are needed, employed in the schools.

While I am obliged to consider the closing of the school as in many respects unjust and in almost all respects disastrous, I still cherish the hope that good may finally emerge, and that "From the nettle danger we may pluck the flower safety."



The contention that there is danger of doing too much for the public schools is unworthy of the times in which we live, and especially unworthy of citizens of a country whose life depends upon the intelligence of its people. The public schools are not eleemosynary institutions: what is expended for their support is not the dole of charity; it is the premium paid to insure the perpetuity of the Republic. The teachers employed are in no sense public beneficiaries. They render efficient, conscientious, zealous, and none too well requited, service to the country and to humanity. To belittle their work, to harass them with fears for the security of their positions or the continuance of their salaries, is to inflict lasting injury, not on the teachers alone, but on the pupils who at no distant day will constitute the great body of the American people.

Whatever is done to prepare the teacher for her work is done at the same time, and in the most direct manner for the schools themselves and for the community at large. When the teacher's opportunities for preparation are abridged a public injury is inflicted.

From its very inception the Teachers' Training School has been hampered by the uncertainty of its position. It has always been without proper equipment and has sometimes lacked the efficient support even of members of the Board of Education. That under all discouragements its work has been so well done, is perhaps attributable quite as much to the fact that its mission is a real one, as to any other cause.

The battle for High Schools and for Normal Schools was waged in the older states for many years after the establishment of the public school system, for there, as well as here, it has been held—conscientiously, doubtless—that the three R's constitute the sum total of knowledge needed by the people or sanctioned by the law. These contests have ended in recognition of the duty of the State

to educate and of the right of the people to be educated, and not in the three R's alone.

Were any one now to attack our High School on the ground that the law governing metropolitan cities does not specifically authorize its maintenance, his sanity might be fairly questioned; yet such contentions were more common twenty years ago than are now the attacks made, on similar grounds, upon Teachers' Training Schools.

Economy in the use of public money is most praiseworthy; but economy is not parsimony; the man who hoards his money while he and his family suffer for bread is not an economist, but a miser. True economy in school affairs consists in such expenditure as will secure the greatest good to the largest number, for the longest period of time.

My former reports having summarized the arguments in favor of Teachers' Training Schools, their restatement here is unnecessary. It may, however, be worth while to remember that the validity of all argument rests on the function of Training Schools in the public school system. They are not, in the opinion of the best authorities, professional schools in the same sense as are schools of law or of medicine; they are certainly not schools for general culture; Mr. Frank A. Fitzpatrick, in his report for the year 1893, says of the Training School: "This school should be considered purely and simply in the light of bettering the teaching force and improving the teaching in the schools of Omaha. It is not a rival of the State Normal School in any sense; it is not intended to help educate young people who cannot afford to go away to school. It is simply a school for the training of teachers in the modern method of teaching and government, that Boards of Education may be freed from the present necessity of appointing ordinary teachers from outside, to positions in the schools."

An argument sometimes advanced against City Training Schools, is that children in the Practice Schools, which are a necessary feature, must suffer at the hands of the inexperienced pupil teachers who have partial charge of their instruction. All arguments based upon theory fall to the ground in the presence of facts. There is but one way in which this matter can be tested, and that method has been in use in the Omaha Training School since its organization. Subject the pupils of the Practice Schools to exactly the same tests as the pupils of other schools; place them in exactly the same relation to the principal of the district, selecting a suitable training teacher, adequately paid for her responsible work, and the children do not suffer, nor can they suffer. It is true that there is found in the Practice School little routine work, and little of that formal quiet which is sometimes its accompaniment; but such order and such routine no progressive teacher, no progressive principal, any longer seeks. The training teacher, responsible alike to the Principal of the district and to the Principal of the Training School, owing a duty at once to the pupil teachers whose work supplements her own and which work she directs, and to the pupils of the grades taught—has, indeed, a position of trust, if not always of adequate honor and emolument. The degree in which the responsibilities of the work weigh upon her will depend almost wholly upon her original fitness for the position. She must be able to do her duty in the face of possible misconstruction of her motives by pupil teachers, and sometimes of the cavillings of associates, who fail to comprehend her difficulties. The work of the training teacher cannot be easy, but it finds its satisfaction in its great usefulness, and can hardly fail to invite the teacher conscious of her own power, reflective as to her methods of work and willing to labor in the field where her ability can be most effective.

The pupil teacher too, works during her period of practice, under considerable pressure: She is responsible to her training teacher, the Principal of the district and the Principal of the Training School. She owes a paramount duty to the children under her tutelage, and a duty only less imperative to herself: She is inspired by every incentive to do her whole duty; she has her training teacher's advice as to the proper direction of effort, and in nearly every case a genuine interest in her pupils is developed. Both pupil teachers and training teachers find wise counsel and intelligent interest in the Principal of the district.

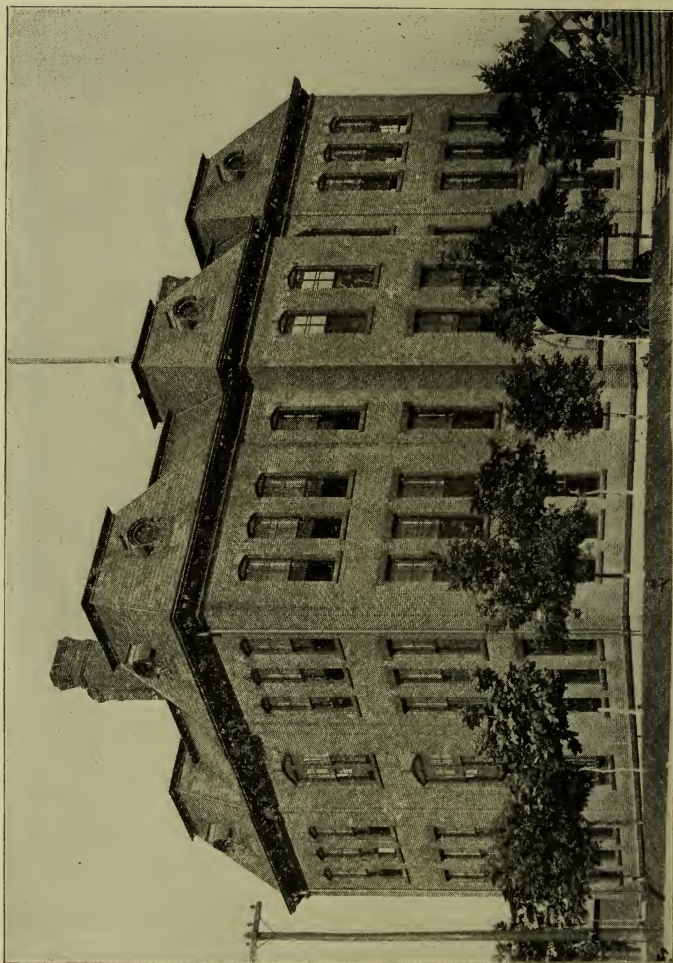
The relations of the Practice School to the Principal of the district, have in all cases been distinctly friendly, and while on our part there has been asked only a fair field and no favor, the Principals have usually been quick to defend our interests and to render cordial support. In other cities the Practice Schools grow in popular favor, and it may be safely asserted that where our Practice Schools have been allowed to stand wholly on their merits, they have commended themselves and have become deservedly popular.

Respectfully submitted,

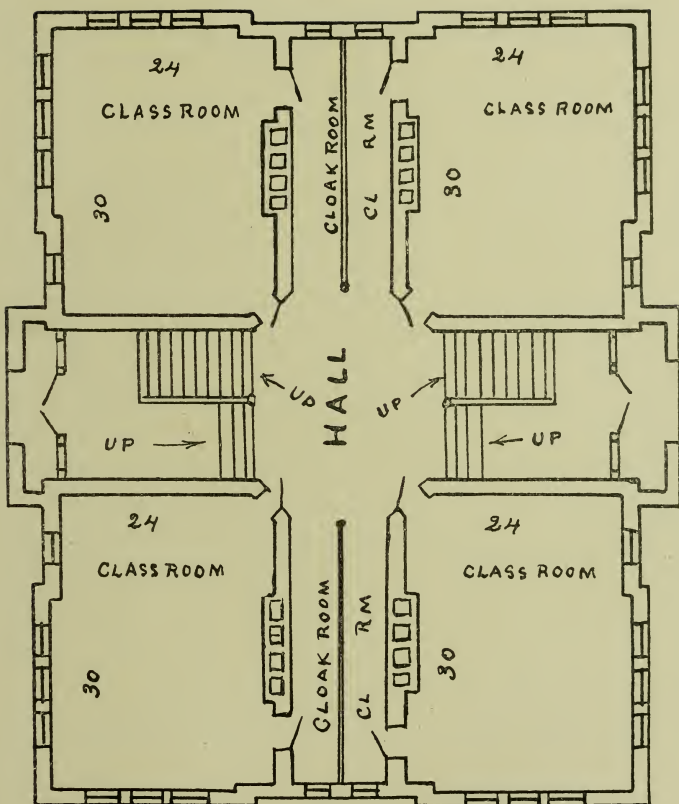
GRACE B. SUDBOROUGH,  
Principal Teachers' Training School.







PARK SCHOOL—12 Rooms.



FIRST FLOOR PLAN OF PARK SCHOOL.



## REPORT OF SUPERVISOR OF KINDERGARTENS.

Mr. C. G. Pearse, Superintendent of Instruction:

Dear Sir:—In accordance with your request, I submit the following report on the work in the Kindergartens for the year 1895-96:

In the fall of '92 the Board of Education authorized the opening of two Kindergartens; one in Kellom School and the other in the Mason. These schools were considered in the nature of an experiment, but under the guidance of well trained kindergartners and Superintendent Fitzpatrick, proved a great success, and in the spring of '93 the Board decided to open five more, in the following schools: Castellar, Lake, Leavenworth, Pacific and Park. These schools were chosen on account of location. In September of '94, three more were opened: Comenius, Long, Webster, and in September of '95, one at Cass—our number growing from two to eleven in four years.

Great progress has been made in the work, and since the establishment of the Kindergartens as a part of the school work four years ago, the work has continued to recommend itself as a desirable part of a complete system of education.

Many persons at first thought the Kindergarten merely a nursery or play room, but it is not a nursery in this common meaning of the word, and was not so designed.

From such a standpoint it would be difficult to account for the earnest attention that the Kindergarten has received from the most thoughtful, and the general desire to adopt it as the beginning of a system of education or to incorporate its methods into the general method of instruction.

The question is often asked, "What effect has Kindergarten training upon children, and is this training an

advantage or disadvantage in relation to the primary work that follows?" Children who have received this training are wide awake, intelligent, very observing, have clear ideas, and express them intelligently. They have had technical training which enables them to be more skilful with their pencils and thus are better prepared for writing and drawing. They have better ideas of numbers and their relations, than those who have not had this training.

Children from the Kindergarten have received a training in habits of order, prompt obedience, neatness, cleanliness and self-reliance. All these faculties have been so cultivated that they are better prepared for the usual school work.

The child in the Kindergarten learns and grows as he plays. He grows physically, mentally and morally while he plays spontaneously. His play is at the same time serious work, but it is not labor.

Froebel's whole system is founded upon the desire for activity innate in every child; "Educate by directing the activities."

We receive children at the age of five years, and owing to the crowded conditions of the schools, they remain in the Kindergartens only one year. Children who have had this training, starting into regular school work at six years of age, will accomplish more in eight years than they would in nine years if they began their school life at five.

At first, the spirit of the discipline in some primary schools was not in harmony with that of the discipline in some Kindergartens, but that difficulty has been overcome, and in nearly all cases perfect harmony now exists between the primary and Kindergarten schools.

There are some Kindergartens in which too great freedom, unguided activity, mere play, comes too near being the rule, and some primary schools where repres-



sion of activity would seem to be the principal aim, but the best discipline is alike in spirit and effect, both in Kindergartens and primary schools.

Our aim is to have the very best, and this can be strongly promoted by a more intimate association of primary and Kindergarten teachers.

In the spring of 1893 the Froebel Association was established. This organization, established by the Kindergartners of the city, has for its aim, the improvement of its members in the knowledge and spirit of Kindergarten work. Its membership is constituted largely of kindergartners, yet it is not limited to them, but extends to those in other departments of school work.

This association meets once a month, and this year a special study of the "Mutter and Kose Leider" has been of great benefit to the members.

The training classes for the past year, have been under the supervision of the Supervisor and Assistant Supervisor of Kindergartens. In May last, twenty-five young ladies finished the first year's course of study and were granted certificates by the Board of Education for the position of paid assistant in the public Kindergartens of this city.

The classes have been up to the usual standard in preparatory qualification, and in faithfulness, enthusiasm and diligence in accomplishing their work.

It has been the custom of the Board of Education to employ the directors of Kindergartens from other cities, for, up to this time, there has been no training class for directors.

We hope next year to introduce the second year's course of study into the training classes, that those who complete, in a satisfactory manner, the course of study, may be granted diplomas for the position of director in our Kindergartens.

The very best teachers should be secured for the

youngest pupils, and only those teachers should be appointed who have the requisite qualifications and evident fitness for the work. A San Francisco director briefly but forcibly sums up the qualifications of the ideal kindergartner: "The music of St. Cecilia, the art of Raphael, the tongue of Demosthenes, the administrative ability of Cromwell, the wisdom of Solomon, the meekness of Moses, and the patience of Job." This, indeed, would be the ideal kindergartener.

The duty of the Supervisor of Kindergartens, under the direction of the Board of Education and the Superintendent of Instruction, is to unify the work of the several Kindergartens and visit them as often as practicable, note the means by which their defects may be obviated, and their efficiency, as a part of the school system, promoted.

It has been the custom of the Supervisor to meet the directors every two weeks and the paid assistants monthly. At the meetings of the directors of Kindergartens, questions connected with the program were taken up. All communications concerning the care, management and needs of the Kindergartens, were made to the Supervisor, and through her to the Superintendent of Schools and Kindergarten Committee. The directors have carried out the suggestions and directions of the Supervisor, and have co-operated with her in every possible way in her efforts to promote the good of the schools.

I desire to return my grateful thanks to the members of the Board and the Superintendent of Instruction for wise counsel and hearty support, and likewise to the principals of the schools, and the kindergartners for their co-operation in this great work.

Very respectfully,

ORIETTA SHIELDS CHITTENDEN,

Supervisor of Kindergartens.

## REPORT OF SUPERVISOR OF MUSIC.

Mr. Carroll G. Pearse, Superintendent of Instruction:

Dear Sir:—I herewith submit the following brief report of the music in the Omaha schools for the year ending July 1, 1896:

There has been a marked degree of improvement, in tone quality and sight-reading, both in the grades and High School, though the classes of the latter were allowed but two recitations per month. While the conditions seemed to make it impossible for the people to enjoy another Festival of Song such as we had two years ago, the work has been carried on with great courage by the regular teachers, seconded by the enthusiastic interest of the pupils.

The question is often asked how many pupils after finishing in the public schools, read music at sight with correct intonation. It is safe to say that a large proportion do so with the greatest facility, and the exceptions are not so much the fault of improper instruction, as of the crowded condition of our schools, due to the financial embarrassment of the past two or three school years.

The opportunity for individual work in music is meager indeed, and when we consider how much this delightful study has to do with the happy issues of life in the home, in church and in society; how the glow of patriotism is fanned into flame by the divine language of song, it is singular indeed, that all School Boards are not more exacting in their demands regarding the time allowed in the regular program for this study.

The work done by the Training School has been excellent; the cadets have carried on the music in the first, second, third and fourth grades successfully, and those who are admitted to the ranks of the regular teachers, teach the music in a thoroughly competent manner.

The High School classes do not get nearly the same proportion of recitations in music as in drawing, and I would certainly recommend one recitation per week, at least, for each class. I cannot refrain from quoting ex-Superintendent James on this subject: "It is unfortunate that instruction in this branch is not carried on more thoroughly in the High School. There are stronger reasons for teaching music in the High School than in the lower grades. Two half hours a week should be given to it in the program, so that every pupil not excused should pursue this branch through the entire course. If this were required, the result to the pupils, and to the musical culture of the city, would be inestimable.

At no time are the possibilities of musical training greater than in the High School period. If the work here were properly done, Omaha might, in a few years, become a great musical center, and our annual song festivals an attraction to all the region around."

FANNIE ARNOLD,  
Supervisor of Music.



## REPORT OF SUPERVISOR OF DRAWING.

Mr. C. G. Pearse, Superintendent of Instruction:

Dear Sir:—In compliance with your request, I present the following brief report in relation to the work done in drawing in the city schools during the past year:

It gives me great pleasure to say that one of the most encouraging conditions at the present stage of the work is the greatly increased interest of both teachers and pupils; and through the great improvement in results, I have been led, as never before, to recognize how vital the element of interest is as a means of securing the best self-activity.

Several new lines of work have been introduced within the year, and the teachers, even those who were most skeptical at first, carried out the work under these new lines with a faithfulness and enthusiasm that were not less remarkable than they were gratifying. Of course, teachers having a good knowledge of the subject, added to years of experience in presenting it, were usually more successful in obtaining valuable results, yet in our recent drawing exhibit, in which over twenty-nine hundred pupils were represented, the uniformity of the work was one of the features upon which most comment was made. It by no means follows from what has just been said that the results so far shown are entirely satisfactory, or even as good as may be obtained in time, but it seems a beginning in the right direction. We have much to gain yet in the artistic handling and finish of our work. We are beginning to feel that the character of the expression is of much consequence, and that greater flexibility of the hand in the use of material is of great importance, as affecting the expression. We realize more and more that if the pupil secure for himself the greatest power in individuality of expression, he must be allowed perfect free-

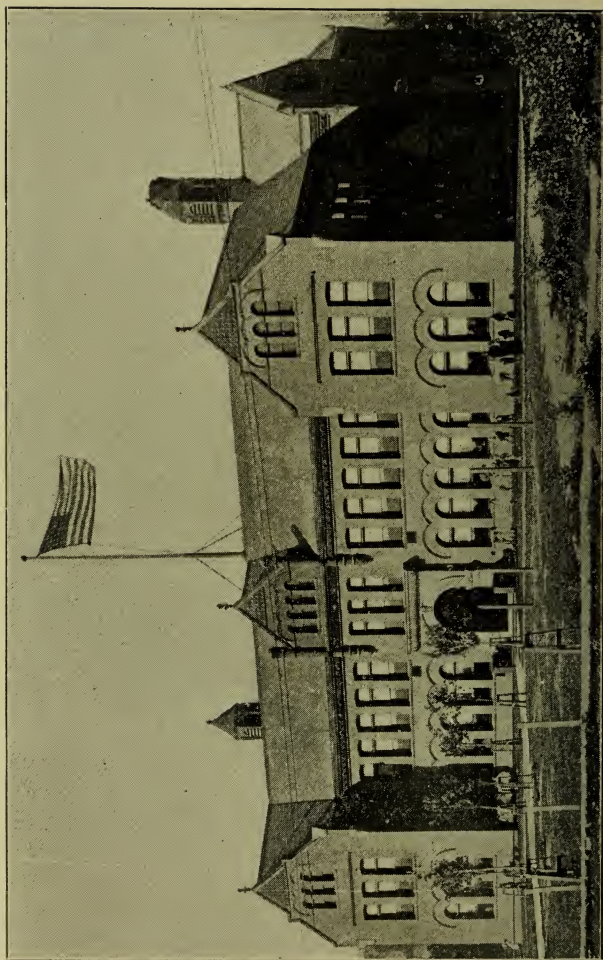


dom in the use of material, in touch, in arrangement, etc. This does not mean that he is not to be guided by the teacher—he must be taught correct handling of material, he must be shown telling touches in artistic standards, he must be made to see things as they appear, not as they are, he must know good arrangement, and then be free to throw as much of himself into his work as possible.

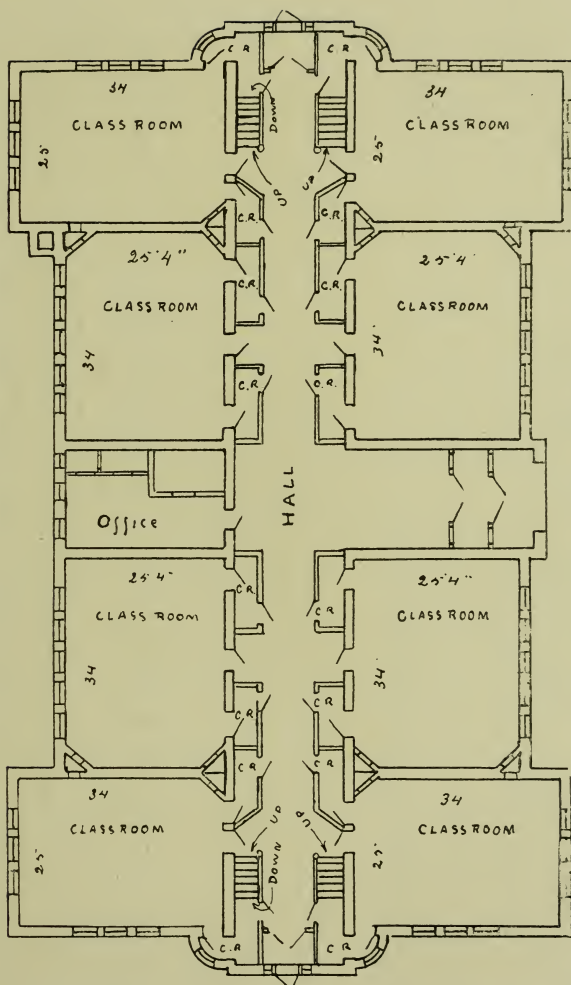
Our new sets of individual models have strengthened our work immeasurably, and now with additional help in the way of a few more manuals in the hands of the teachers, we should feel very comfortably equipped for another year's work.

ALICE E. HITTE,  
Supervisor of Drawing.





MASON SCHOOL—17 Rooms.



FIRST FLOOR PLAN OF MASON SCHOOL.

TABLE I.

SCHOOLS	Average Daily Attendance	Cost per Pupil per Annum	Average Attendance per Teacher, not including Principal
High School .....	914.5	\$41.61	30.5
Ambler .....	50.4	30.48	25.2
Bancroft .....	273.3	22.05	39
Cass .....	335.3	19.04	42
Castellar .....	559.8	17.52	46.6
Central .....	615.3	19.21	47.3
Central Park .....	189.9	24.47	31.6
Clifton Hill .....	161.8	22.43	40.4
Columbian .....	218	24.46	36.3
Comenius .....	555.8	17.85	46.3
Davenport .....	105.5	27.17	35.1
Dodge .....	280.6	22.78	35
Druid Hill .....	64.7	24.60	32.3
Dupont .....	179.7	17.44	45
Eckerman .....	25.4	37.86	25.4
Farnam .....	417.4	22.17	41.7
Forest .....	199.6	19.34	40
Fort Omaha .....	32	46.38	32
Franklin .....	323	20.90	40
Gibson .....	33.8	27.37	33.8
Kellom .....	792.4	17.61	40.7
Lake .....	676.3	18.68	42
Leavenworth .....	394.7	18.60	43.8
Lincoln .....	392.3	22.51	39.2
Long .....	685.9	18.72	46.1
Lothrop .....	461.7	18.50	46.1
Mason .....	489.6	19.59	40.8
Monmouth Park .....	72.1	24.30	36
Omaha View .....	293.8	21.84	36.7
Pacific .....	301.6	19.86	37.7
Park .....	585.1	17.08	49
Saratoga .....	250.9	29.46	41.8
Sherman .....	95	27.28	32
Train .....	348.6	19.04	43.6
Vinton .....	125.2	21.37	42.4
Walnut Hill .....	411.7	21.43	41.1
Webster .....	453.9	18.82	41.2
West Side .....	70.9	20.67	35.4
Windsor .....	165	27.43	33
Normal Training .....	27.8	30.25	27.8



TABLE II.—A Comparative Statement of the Principal Items for Fourteen Years.

YEARS.....	1882-83	1883-84	1884-85	1885-86	1886-87	1887-88	1888-89	1889-90	1890-91	1891-92	1 892-93	1893-94	1894-95	1895-96
Teachers' Sal's..	52,123.23	65,036.91	*113,343.93	99,646.85	117,610.70	160,370.52	194,456.06	208,146.12	218,977.08	226,036.86	231,965.30	244,329.21	248,244.50	227,548.30
Janitors' Sal's..	4,741.60	6,327.50	10,035.84	9,948.50	11,808.00	22,461.12	28,692.53	30,445.15	32,674.21	33,318.40	33,517.35	31,112.81	32,262.00	31,094.94
Officers' Salaries	600.00	933.31	1,291.63	1,000.00	1,375.00	3,985.93	3,882.33	4,512.33	4,567.00	5,070.00	5,033.31	10,636.93	10,173.67	9,778.00
Repairs.....	3,872.57	14,714.57	6,211.72	7,746.52	13,629.47	20,707.25	17,750.16	17,117.63	12,600.08	8,875.59	11,565.73	26,213.14	18,688.77	23,227.33
Rep. Htg App..	.....	.....	.....	.....	.....	.....	.....	2,497.52	2,410.40	3,953.62	6,056.73	.....	2,887.41	3,468.01
Rep. W'r Ser..	.....	.....	.....	.....	.....	.....	.....	1,059.50	1,614.57	373.95	1,854.82	.....	.....	885.35
Text-Books, etc.	588.65	322.78	1,003.13	4,391.58	13,184.93	11,120.10	6,201.40	4,829.67	6,188.56	7,860.49	9,253.34	10,660.90	6,180.42	6,648.09
Stationery.....	.....	.....	907.75	350.57	416.40	4,340.89	4,744.40	4,803.38	5,557.82	4,118.39	3,990.53	3,150.80	1,436.52	1,845.80
Supplies.....	510.88	718.66	1,618.94	1,828.38	4,282.21	4,232.78	1,695.71	2,028.73	1,444.87	1,972.32	3,586.74	5,574.09	3,075.63	2,974.51
Rent.....	1,235.83	1,841.00	1,867.50	2,392.50	1,721.00	6,255.62	6,650.73	5,276.13	6,387.49	5,804.60	4,900.38	3,381.70	515.91	342.00
Furniture.....	3,680.50	3,918.80	2,606.45	4,588.38	3,606.35	10,915.91	13,882.55	2,721.50	2,428.19	4,009.58	3,935.73	3,307.00	4,820.89	1,896.13
Construction..	17,448.62	38,499.33	14,241.21	42,735.78	57,397.86	75,667.32	18,561.31	2,298.52	4,730.42	20,157.23	2,898.82	1,680.65	9,226.02	3,556.50
Improvements..	8,679.15	3,538.58	22,368.03	26,717.71	6,701.06	18,725.28	19,222.27	8,028.61	6,205.48	7,176.14	16,300.99	9,425.51	12,057.86	7,026.26
Interest.....	15,000.00	15,000.00	20,000.00	15,000.00	5,000.00	10,569.14	15,874.77	15,330.64	15,094.09	20,055.70	34,711.83	29,427.90	29,427.90	30,599.59
Elections.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Special Taxes..	314.50	457.51	7,450.01	2,008.35	4,402.03	270.00	1,710.10	2,254.73	.....	6,585.42	5,007.08	2,225.50	1,651.50	1,879.75
School Sites....	2,000.00	9,375.00	6,075.00	17,500.00	34,000.00	2,257.98	7,589.49	1,944.65	5,273.91	1,385.11	3,934.77	4,185.04	.....	.....
Fuel.....	5,128.10	7,346.70	7,728.27	7,728.27	7,708.67	12,193.12	14,035.20	12,535.28	3,749.75	6,000.00	1,947.17	.....	.....	.....
												16,563.79	10,708.71	11,599.79

\*Included in Text-Books, Etc.

†Repairs to Heating Apparatus and Water Service are included in General Repairs up to 1889.

\*Expenditures for 1884-85 for fifteen months instead of twelve months.

TABLE III.—Showing Growth of Schools During the Last Fifteen Years.

YEARS.....	1881-82	1882-83	1883-84	1884-85	1885-86	1886-87	1887-88	1888-89	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96
School population .....	8 104	8,921	10,367	11,292	11,831	16,497	19,260	20,243	24,520	27,281	26,663	29,742	29,974	28,680	28,069
No. of pupils enrolled.....	4,550	5,261	5,876	6,273	6,868	8,283	10,961	12,498	13,279	14,093	14,625	15,301	15,869	16,537	16,482
Avg. No. pupils belonging .....	3,169	3,907	4,127	4,528	4,995	5,687	7,587	8,809	9,629	10,315	10,900	11,394	12,307	12,939	13,320
Average daily attendance .....	2,900	3,589	3,845	4,253	4,689	5,371	7,134	8,363	9,094	9,715	10,379	10,706	11,573	12,238	12,630
Number of teachers.....	66	88	112	118	138	158	217	258	283	291	295	298	306	333	340

TABLE IV.

A Comparative Statement from the Official Reports on the  
main items of Attendance for a period of  
Twenty-four Years.

YEARS	Number of Seats	School Population	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Number of Teachers	Average Number of Pupils to each Teacher
1872-73 .....	1,707	3,724	2,229	1,437	1,290	38	34
1873-74 .....	1,659	4,019	2,426	1,667	1,542	41	38
1874-75 .....	1,659	4,138	2,496	1,614	1,507	42	37
1875-76 .....	1,755	4,572	2,592	1,830	1,677	44	40
1876-77 .....	2,268	4,753	2,913	2,061	1,906	47	41
1877-78 .....	2,308	5,336	2,924	1,924	1,810	44	41
1878-79 .....	.....	.....	.....	.....	.....	51	.....
1879-80 .....	.....	7,381	3,033	.....	.....	59	.....
1880-81 .....	.....	8,407	3,799	.....	.....	60	.....
1881-82 .....	.....	8,104	4,550	3,169	2,900	66	45
1882-83 .....	4,357	8,921	5,261	3,907	3,589	88	38
1883-84 .....	5,166	10,367	5,876	4,127	3,846	102	38
1884-85 .....	5,558	11,202	6,273	4,528	4,253	118*	36
1885-86 .....	6,290	11,831	6,868	4,995	4,699	138	34
1886-87 .....	7,027	16,497	8,283	5,687	5,371	158	34
1887-88 .....	9,541	19,270	10,961	7,587	7,134	217	32
1888-89 .....	10,855	20,243	12,498	8,809	8,363	258	32
1889-90 .....	13,882	24,520	13,279	9,629	9,094	283	32
1890-91 .....	11,792	27,281	14,093	10,315	9,714	291	33
1891-92 .....	12,140	26,663	14,625	10,900	10,379	295	35
1892-93 .....	12,951	29,742	15,301	11,334	10,786	298	35
1893-94 .....	14,165	29,974	15,869	12,307	11,573	306	37
1894-95 .....	14,894	28,630	16,537	12,999	12,238	333	36
1895-96 .....	14,879	28,609	16,482	13,320	12,630	340	37

TABLE V.

Showing the Total Principal Items of Expense in Each Year  
for a Period of Twenty-four Years.

YEAR	Construction	Improvements	Interest	Sites	Total Construction, Improvements, Interest and Sites	Total of Ordinary School Expenses	Total Expend'tre
1872-73.....	\$35,198.50	\$3,287.32	\$15,941.40	.....	\$54,507.23	\$20,242.72	\$74,749.95
1873-74.....	.....	.....	15,323.24	\$5,000.00	20,323.24	42,973.35	63,296.49
1874-75.....	.....	.....	15,151.80	.....	15,151.80	58,126.65	73,278.45
1875-76.....	8,179.86	.....	15,000.00	750.00	23,929.86	52,136.52	76,066.38
1876-77.....	8,872.14	3,984.91	15,000.00	.....	27,857.05	53,623.09	81,485.14
1877-78.....	.....	2,212.83	15,000.00	.....	18,212.83	44,524.68	61,737.50
1878-79.....	.....	119.70	15,021.75	.....	15,190.95	46,203.65	61,394.60
1879-80.....	2,607.29	2,531.00	15,267.76	3,600.00	54,006.05	56,098.44	80,104.49
1880-81.....	8,843.25	1,059.67	15,000.00	.....	24,902.92	63,323.13	88,226.05
1881-82.....	4,988.85	1,111.70	15,000.00	.....	21,100.55	70,148.55	91,249.10
1882-83.....	17,448.62	8,979.15	15,000.00	2,000.00	43,427.77	87,750.63	131,178.40
1883-84.....	38,499.33	3,538.48	15,000.00	9,375.00	66,412.81	129,529.27	195,942.08
1884-85.....	14,241.21	22,368.03	20,000.00	6,075.00	62,684.24	179,872.96	242,557.20
1885-86.....	42,735.78	26,717.71	15,000.00	17,500.00	101,953.49	158,394.56	260,348.05
1886-87.....	57,337.85	6,701.66	5,000.00	34,000.00	103,039.52	199,522.42	302,561.94
1887-88.....	75,667.32	18,725.28	10,569.14	46,607.33	151,569.07	296,547.18	448,116.25
1888-89.....	18,551.31	19,222.27	15,874.77	8,200.82	61,849.17	305,710.38	367,559.55
1889-90.....	2,298.52	8,038.61	15,330.64	1,000.00	26,667.78	311,946.80	338,614.54
1890-91.....	4,780.43	6,205.48	15,034.09	3,748.75	29,769.74	353,014.07	352,783.81
1891-92.....	20,157.23	7,176.14	20,055.70	6,000.00	53,389.07	333,730.17	387,119.24
1892-93.....	2,898.82	16,300.99	34,711.83	1,947.17	55,858.81	363,780.62	419,639.53
1893-94.....	11,680.60	9,425.57	29,427.90	.....	40,534.07	367,664.44	408,138.31
1894-95.....	9,226.02	12,057.86	29,427.90	.....	50,711.78	350,930.18	401,641.96
1895-96.....	3,556.50	7,026.26	30,599.59	.....	41,182.35	334,809.91	375,992.26

TABLE VI.

Number Pupils 8 Years Old, but not Over 14, who have  
Attended School 60 Days or More this School Year.

SCHOOLS	Boys	Girls	Total
High School.....	94	92	186
Ambler .....	24	17	41
Bancroft .....	110	100	210
Cass .....	116	121	237
Castellar .....	174	193	367
Central .....	236	236	472
Central Park .....	69	72	141
Clifton Hill .....	56	38	94
Columbian .....	84	91	175
Comenius .....	171	191	362
Davenport .....	33	32	65
Dodge .....	105	105	210
Druid Hill .....	4	12	16
Dupont .....	29	39	68
Eckerman .....	10	8	18
Farnam .....	101	112	213
Forest .....	54	40	94
Fort Omaha .....	6	4	10
Franklin .....	98	92	190
Gibson .....	5	6	11
Kellom .....	289	278	567
Lake .....	246	237	483
Leavenworth .....	156	115	271
Lincoln .....	138	154	292
Long .....	245	263	508
Lothrop .....	167	158	325
Mason .....	169	158	327
Monmouth Park .....	23	12	35
Omaha View .....	98	100	198
Pacific .....	96	112	208
Park .....	200	207	407
Saratoga .....	105	87	192
Sherman .....	36	27	63
Train .....	122	120	242
Vinton .....	40	37	77
Walnut Hill .....	155	167	322
Webster .....	169	126	295
West Side .....	27	17	44
Windsor .....	69	87	156
Total .....	4,129	4,063	8,192

TABLE VII.

Number of Pupils Registered in the High School Grades and  
Average Age of Each Grade.

SCHOOL	Post Graduates	12th Grade		11th Grade		10th Grade		9th Grade		Whole Number Registered in High School Grades	Average Age
		Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age		
High .....	19	141	17.5	173	16.5	253	15.9	618	15.2	1,204	15.9

TABLE VIII.

Enumeration of Omaha School Youth, According to Census.

WARDS	1895			1896		
	Male	Female	Total	Male	Female	Total
First.....	1,656	1,646	3,302	1,391	1,508	2,899
Second.....	2,764	2,611	5,375	2,482	2,576	5,058
Third.....	1,953	1,916	3,869	2,082	2,050	4,132
Fourth.....	755	842	1,597	816	870	1,686
Fifth.....	1,714	1,717	3,431	1,386	1,334	2,720
Sixth.....	2,098	2,095	4,193	2,434	2,410	4,844
Seventh.....	1,151	1,156	2,307	1,121	1,144	2,265
Eighth.....	1,043	1,128	2,171	1,003	1,171	2,254
Ninth.....	1,183	1,202	2,385	1,280	1,471	2,751
Totals.....	14,317	14,313	28,630	14,075	14,534	28,609



TABLE IX.

SCHOOLS	No. Registered During the Year	Average Number Belonging	Average Daily Attendance	No. Remaining at Close of Year	Per Cent. of At- tendance During Year
High School.....	1,204	956.5	914.5	874	95.6
Ambler.....	62	53.2	50.4	53	94.7
Bancroft.....	338	285	273.3	266	95.9
Cass.....	484	353.9	335.3	352	94.7
Castellar.....	716	586.5	559.8	580	95.4
Central.....	796	648.5	615.3	604	94.8
Central Park.....	262	202.3	189.9	196	93.8
Clifton Hill.....	194	170.4	161.8	167	94.9
Columbian.....	283	230.6	218	225	94.5
Comenius.....	752	591.9	555.8	574	93.9
Davenport.....	133	111.7	105.5	110	94.6
Dodge.....	389	304.8	280.6	287	92
Druid Hill.....	85	68.1	64.7	75	95
Dupont.....	237	189.2	179.7	190	95
Eckerman.....	31	27.1	25.4	29	93.4
Farnam.....	507	435.6	417.4	431	95.7
Forest.....	243	208.5	199.6	197	95.7
Fort Omaha.....	46	34.5	32	36	92.7
Franklin.....	410	337.6	323	350	95.6
Gibson.....	47	35.4	33.8	37	93.8
Kellom.....	1,081	840.8	792.4	829	94.2
Lake.....	908	717.5	676.3	758	94.4
Leavenworth.....	550	416.8	394.7	401	94.2
Lincoln.....	505	412.6	392.3	398	95
Long.....	898	724.9	685.9	724	94.6
Lothrop.....	556	480.9	461.7	470	96
Mason.....	637	514.8	489.6	488	95.7
Monmouth Park.....	92	75	72.1	74	96.1
Omaha View.....	408	311.7	293.8	346	94.2
Pacific.....	411	323.3	301.6	315	93.2
Park.....	708	612.8	585.1	603	95.4
Saratoga.....	316	264.4	250.9	262	94.9
Sherman.....	143	103.6	95	103	91.7
Train.....	450	372.1	348.6	369	93.6
Vinton.....	162	131.4	125.2	130	95.3
Walnut Hill.....	524	434.5	411.7	424	94.7
Webster.....	562	471.6	453.9	466	96.2
West Side.....	92	74	70.9	71	93.3
Windsor.....	227	177	165	162	93.2
Training.....	33	28.8	27.8	29	98.1
Total.....	16,482	13,319.8	12,630.3	13,055	94.8

TABLE X.

Number Pupils Registered in Primary Grades and Average Age in Each Grade.

SCHOOLS	4th Grade		3rd Grade		2nd Grade		1st Grade		Kinder- garten		Whole Number Reg- istered in Primary Grades
	No. Registered	Average Age	No. Registered	Average Age	No. Registered	Average Age	No. Registered	Average Age	No. Registered	Average Age	
Ambler.....	5	11.2	14	9	7	7	8	5.6	.....	...	34
Bancroft.....	40	10.2	65	8.8	41	7	80	5.8	.....	...	226
Cass.....	60	10.6	77	9.5	60	7.9	101	7	88	5.2	386
Castellar.....	79	9.3	62	9.1	95	7	87	6.2	135	5.2	458
Central.....	78	9.6	98	8.5	72	7.5	134	6	.....	...	382
Central Park.....	47	10	39	8.4	42	7.2	38	5.4	.....	...	166
Clifton Hill.....	52	9.4	35	6.2	34	6.7	53	5.6	.....	...	174
Columbian.....	18	9.5	24	9.1	38	7.5	63	5.9	.....	...	143
Comenius.....	83	10	96	8.5	79	7.6	141	6.1	123	5	522
Davenport.....	23	9.7	21	8.9	17	7.1	33	5.7	.....	...	94
Dodge.....	47	10.3	49	9	55	8.6	112	6	.....	...	263
Druid Hill.....	1	9	7	7.2	25	7.5	52	5.6	.....	...	85
Dupont.....	.....	.....	23	8.5	64	7.7	150	3	.....	...	237
Eckerman.....	9	10	0	...	9	8.3	8	6	.....	...	26
Farnam.....	47	9.9	66	8.8	56	7.2	106	5.9	.....	...	275
Forest.....	22	10.4	40	9	51	7.7	110	5.8	.....	...	223
Fort Omaha.....	.....	.....	6	7.8	14	7.6	26	5.9	.....	...	46
Franklin.....	70	10	44	8.8	81	7.7	127	5.6	.....	...	322
Gibson.....	.....	.....	12	7.8	8	7.5	27	5.5	.....	...	47
Kellom.....	150	9.9	136	9.2	139	7.7	150	6.7	120	5.1	695
Lake.....	122	10.4	115	8.6	99	7.6	109	6.2	129	5.1	574
Leavenworth.....	88	10.6	63	9.5	65	8.2	117	6.6	101	5.2	434
Lincoln.....	50	10	57	8.6	50	7.4	111	5.8	.....	...	268
Long.....	106	9.9	114	8.7	122	7.4	120	6.2	96	5.1	558
Lothrop.....	61	9.3	84	8.1	58	6.8	92	5.8	.....	...	295
Mason.....	56	10.1	71	8.8	71	7.3	108	6.2	78	5	384
Monmouth Park.....	10	9.9	23	8.9	20	7.2	39	5.9	.....	...	92
Omaha View.....	46	10.2	64	9.3	55	7.8	143	6	.....	...	308
Pacific.....	70	9.6	49	9	73	7.6	79	6.3	63	5.2	334
Park.....	75	9.4	65	8.5	80	7.4	115	6.2	87	5.1	422
Saratoga.....	56	10	32	8.1	23	7.4	44	5.4	.....	...	155
Sherman.....	28	10.6	15	9.9	11	9	70	6.3	.....	...	124
Train.....	52	10	56	8.8	90	7.8	156	5.9	.....	...	354
Vinton.....	12	10	24	9.2	19	7.6	69	5.9	.....	...	124
Walnut Hill.....	75	9.7	52	8.4	58	7.3	109	5.8	.....	...	294
Webster.....	76	10	68	8.4	84	7.2	73	6	89	5.1	390
West Side.....	25	9.2	17	7.6	14	6.8	22	5.6	.....	...	78
Windsor.....	63	10.5	32	8.6	22	7.1	19	5.5	.....	...	136
Totals.....	1,902		1,915		2,001		3,201		1,109		10,128

TABLE XI.

Number Pupils Registered in Grammar Grades, and Average Age in Each Grade.

SCHOOLS	8th Grade		7th Grade		6th Grade		5th Grade		Whole Number Registered in Grammar Grades
	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	
Ambler .....	18	12.5	3	14.6	7	10.7	.....	.....	28
Bancroft.....	17	14	16	13.4	34	12.2	45	11.8	112
Cass.....	.....	.....	.....	.....	45	12.2	53	11.5	98
Castellar .....	48	13.9	69	12.5	87	11.1	54	10.8	258
Central .....	114	14.2	97	13	105	12	98	10.8	414
Central Park..	19	14.1	21	14.2	22	11.8	34	11.1	96
Clifton Hill..	.....	.....	.....	.....	.....	.....	20	10	20
Columbian...	22	13.1	43	12.9	21	12.2	54	11.1	140
Comenius....	45	13.7	53	13.1	59	11.7	73	11.2	230
Davenport...	.....	.....	.....	.....	15	11.5	24	11.2	39
Dodge.....	.....	.....	37	12.9	48	12.7	41	10.7	126
Eckerman.....	.....	.....	.....	.....	.....	.....	5	10.6	5
Farnam.....	56	13.6	54	13.2	54	11.7	68	11.3	232
Forest .....	.....	.....	.....	.....	.....	.....	20	10.8	20
Franklin.....	.....	.....	19	13.5	39	11.7	30	11.5	88
Kellom.....	59	14.5	92	13.4	137	12.4	98	11.5	386
Lake.....	71	13.7	69	13	118	12	76	11.9	334
Leavenworth..	.....	.....	.....	.....	49	12.2	67	11.3	116
Lincoln .....	60	13.7	74	12.7	53	12.1	50	10.8	237
Long.....	77	14.4	82	13.4	88	12.1	93	10.9	340
Lothrop.....	88	14	41	12.8	79	11.6	53	10.3	261
Mason.....	46	13.8	63	13.3	65	12.2	79	10.8	253
Omaha View..	.....	.....	26	13	22	12.2	52	11.8	100
Pacific.....	.....	.....	.....	.....	14	11.7	63	11.5	77
Park .....	79	13.7	93	12.4	55	11.4	59	10.6	286
Saratoga.....	.....	.....	39	13.3	46	12.3	76	11.6	161
Sherman.....	.....	.....	.....	.....	.....	.....	19	12.1	19
Train.....	.....	.....	.....	.....	46	11.5	50	10.8	96
Vinton.....	.....	.....	.....	.....	20	12.8	18	10.7	38
Walnut Hill..	50	13.9	75	13.1	70	11.9	35	11.5	230
Webster.....	.....	.....	26	13.1	73	12.1	73	11	172
West Side.....	.....	.....	.....	.....	.....	.....	14	11.5	14
Windsor .....	.....	.....	13	12.4	25	11.4	53	10.7	91
	869		1,105		1,496		1,647		5,117

TABLE XII.

Number Pupils, at the Several Ages, for 1895-6.

SCHOOLS	5			6			7			8		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School.....	...	...	...	...	...	...	...	...	...	...	...	...
Ambler.....	3	2	5	1	3	4	4	2	6	3	4	7
Bancroft.....	12	27	39	27	21	48	16	14	30	11	19	30
Cass.....	44	26	70	30	46	76	27	27	54	20	22	42
Castellar.....	48	62	110	59	59	118	32	37	69	32	34	66
Central.....	22	19	41	35	30	65	44	31	75	41	34	75
Central Park.....	11	18	29	12	11	23	18	9	27	12	17	29
Clifton Hill.....	13	17	30	17	16	33	18	16	34	20	13	33
Columbian.....	11	14	25	15	15	30	18	7	25	11	14	25
Comenius.....	72	69	141	63	48	111	33	37	70	28	36	64
Davenport.....	6	7	13	10	9	19	13	7	20	4	10	14
Dodge.....	31	20	51	21	22	43	18	18	36	20	24	44
Druid Hill.....	16	10	26	12	10	22	12	8	20	3	6	9
Dupont.....	27	32	59	38	27	65	25	19	44	14	24	38
Eckerman.....	...	3	3	...	3	3	4	2	6	2	...	2
Farnam.....	24	17	41	28	22	50	35	29	64	18	19	37
Forest.....	33	23	56	24	13	37	23	20	43	15	14	29
Fort Omaha.....	8	3	11	5	6	11	4	8	12	6	3	9
Franklin.....	38	37	75	27	20	47	26	27	53	19	23	42
Gibson.....	8	8	16	6	4	10	6	2	8	5	5	10
Kellom.....	61	69	130	52	44	96	57	57	114	53	61	114
Lake.....	68	57	125	40	61	111	33	55	88	50	35	85
Leavenworth.....	45	37	82	39	42	81	39	29	68	25	20	45
Lincoln.....	28	23	51	36	12	48	19	24	43	22	27	49
Long.....	55	69	124	37	43	80	54	37	91	43	38	81
Lothrop.....	22	22	44	17	31	48	29	36	65	33	26	59
Mason.....	47	50	97	38	35	73	29	34	63	27	25	52
Monmouth Park.....	12	3	15	7	11	18	12	9	21	10	5	15
Omaha View.....	32	19	51	27	29	56	30	19	49	28	16	44
Pacific.....	25	35	60	33	37	70	21	22	43	21	32	53
Park.....	49	42	91	40	46	86	41	34	75	40	34	74
Saratoga.....	14	13	27	10	12	22	11	7	18	17	6	23
Sherman.....	13	12	25	9	11	20	11	11	22	6	6	12
Train.....	29	37	66	30	35	65	30	35	65	29	30	59
Vinton.....	14	16	30	9	17	26	15	6	21	8	10	18
Walnut Hill.....	25	29	54	17	33	50	18	22	40	29	27	56
Webster.....	53	49	102	33	32	65	38	24	62	34	27	61
West Side.....	5	8	13	10	5	15	12	7	19	5	4	9
Windsor.....	11	5	16	7	2	9	8	12	20	6	16	22



TABLE XII—CONTINUED.

SCHOOLS	9			10			11			12		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School.....	...	...	...	...	...	...	...	...	...	3	6	9
Ambler.....	2	2	4	4	1	5	4	5	9	6	1	7
Bancroft.....	19	16	35	18	11	29	18	19	37	13	14	27
Cass.....	18	25	43	33	33	66	19	27	46	23	21	44
Castellar.....	36	32	68	23	29	52	29	41	70	31	28	59
Central.....	34	33	67	48	39	87	55	35	90	42	48	90
Central Park.....	10	12	22	13	20	33	10	10	20	14	13	27
Clifton Hill.....	15	12	27	8	7	15	4	5	9	7	0	7
Columbian.....	14	15	29	16	18	34	14	10	24	11	18	29
Comenius.....	33	32	65	39	32	71	24	31	55	28	33	61
Davenport.....	9	7	16	6	8	14	9	8	17	7	2	9
Dodge.....	20	14	34	20	20	40	17	19	36	17	21	38
Druid Hill.....	1	2	3	1	4	5	...	...	...	...	...	...
Dupont.....	7	12	19	4	3	7	2	2	4	1	0	1
Eckerman.....	5	3	8	1	2	3	1	0	1	1	2	3
Farnam.....	23	24	47	26	24	50	25	23	48	29	19	48
Forest.....	17	12	29	9	10	19	13	7	20	4	3	7
Fort Omaha.....	0	2	2	1	0	1	...	...	...	...	...	...
Franklin.....	20	23	43	24	17	41	15	19	34	20	18	38
Gibson.....	2	1	3	...	...	...	...	...	...	...	...	...
Kellom.....	44	46	90	57	41	98	49	57	106	49	53	102
Lake.....	43	34	77	47	46	93	44	34	78	44	50	94
Leavenworth.....	35	19	54	39	32	71	36	25	61	17	22	39
Lincoln.....	19	22	41	25	21	46	22	26	48	28	26	54
Long.....	43	47	90	47	55	102	37	30	67	41	43	84
Lothrop.....	29	32	61	24	27	51	35	26	61	25	15	40
Mason.....	27	24	51	30	33	63	30	20	50	27	35	62
Monmouth Park.....	8	2	10	2	6	8	1	0	1	3	0	3
Omaha View.....	28	17	45	24	19	43	18	24	42	14	15	29
Pacific.....	30	20	50	25	29	54	11	22	33	9	15	24
Park.....	37	20	57	34	48	82	18	40	58	32	25	57
Saratoga.....	22	15	37	14	18	32	18	20	38	23	21	44
Sherman.....	6	4	10	11	5	16	6	7	13	10	4	14
Train.....	24	20	44	28	34	62	20	20	40	13	17	30
Vinton.....	10	10	20	6	6	12	5	4	9	8	5	13
Walnut Hill.....	28	19	47	19	24	43	25	30	55	23	34	57
Webster.....	22	28	50	44	22	66	29	20	49	21	19	40
West Side.....	8	5	13	5	4	9	4	2	6	1	1	2
Windsor.....	22	16	38	11	23	34	12	21	33	12	11	23



TABLE XII—CONTINUED.

SCHOOLS	13			14			15			16			17		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School . . . . .	25	26	51	77	94	171	118	166	284	110	185	295	72	128	200
Ambler . . . . .	4	4	8	3	2	5	0	1	1	0	1	1	...	...	...
Bancroft . . . . .	21	16	37	9	6	15	3	4	7	2	1	3	...	...	...
Cass . . . . .	10	12	22	11	6	17	2	1	3	1	0	1	...	...	...
Castellar . . . . .	27	31	58	7	14	21	7	9	16	3	3	6	2	0	2
Central . . . . .	32	42	74	25	33	58	14	27	41	11	13	24	0	7	7
Central Park . . . . .	13	6	19	8	8	16	7	4	11	2	1	3	1	2	3
Clifton Hill . . . . .	3	1	4	1	0	1	...	...	...	...	...	...	1	0	1
Columbian . . . . .	15	16	31	9	9	18	5	5	10	0	2	2	...	...	...
Comenius . . . . .	27	27	54	16	20	36	9	6	15	4	3	7	...	...	...
Davenport . . . . .	6	0	6	1	1	2	2	0	2	...	...	...	1	0	1
Dodge . . . . .	14	12	26	10	11	21	4	6	10	6	0	6	0	1	1
Druid Hill . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dupont . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Eckerman . . . . .	0	1	1	0	1	1	...	...	...	...	...	...	...	...	...
Farnam . . . . .	31	26	57	22	15	37	9	12	21	2	3	5	1	1	2
Forest . . . . .	1	1	2	1	0	1	...	...	...	...	...	...	...	...	...
Fort Omaha . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Franklin . . . . .	9	7	16	6	9	15	3	2	5	...	...	...	...	...	...
Gibson . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kellom . . . . .	44	37	81	39	40	79	19	24	43	16	10	26	1	0	1
Lake . . . . .	33	39	72	25	25	50	14	19	33	5	3	8	2	1	3
Leavenworth . . . . .	14	6	20	10	6	16	6	5	11	1	0	1	0	1	1
Lincoln . . . . .	26	32	58	22	13	35	9	17	26	3	3	6	...	...	...
Long . . . . .	31	35	66	27	26	53	13	18	31	3	17	20	3	3	6
Lothrop . . . . .	23	32	55	16	17	33	12	13	25	4	7	11	0	2	2
Mason . . . . .	38	24	62	13	19	32	6	19	25	3	0	3	1	1	2
Monmouth Park . . . . .	...	...	...	1	0	1	...	...	...	...	...	...	...	...	...
Omaha View . . . . .	12	15	27	6	8	14	5	0	5	1	1	2	0	1	1
Pacific . . . . .	7	9	16	3	3	6	0	2	2	...	...	...	...	...	...
Park . . . . .	32	26	58	21	23	44	7	7	14	5	3	8	1	2	3
Saratoga . . . . .	17	17	34	15	10	25	5	6	11	3	1	4	0	1	1
Sherman . . . . .	4	1	5	2	2	4	1	0	1	...	...	...	1	0	1
Train . . . . .	10	5	15	2	1	3	1	0	1	...	...	...	...	...	...
Vinton . . . . .	3	3	6	3	1	4	2	0	2	...	...	...	...	...	...
Walnut Hill . . . . .	21	25	46	24	20	44	7	12	19	4	4	8	3	1	4
Webster . . . . .	19	19	38	11	6	17	7	3	10	1	0	1	1	1	2
West Side . . . . .	1	1	2	0	1	1	0	2	2	...	...	...	0	1	1
Windsor . . . . .	9	7	16	7	3	10	3	1	4	...	...	...	0	1	1
Normal Training . . . . .	...	...	...	...	...	...	...	...	...	...	...	...	0	5	5

TABLE XII—CONCLUDED.

SCHOOLS	18			19			20			21 and over			Total Boys and Girls
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
High School.....	44	67	111	22	27	49	6	7	13	4	17	21	1,204
Ambler.....													62
Bancroft.....	1	0	1										338
Cass.....													484
Castellar.....					1	1							716
Central.....	1	1	2										796
Central Park.....													262
Clifton Hill.....													194
Columbian.....					1	1							283
Comenius.....	1	1	2										752
Davenport.....													133
Dodge.....	2	0	2	1	0	1							389
Druid Hill.....													85
Dupont.....													237
Eckerman.....													31
Farnam.....													507
Forest.....													243
Fort Omaha.....													46
Franklin.....					1	1							410
Gibson.....													47
Kellom.....		1	1										1,081
Lake.....		1	1										908
Leavenworth.....													550
Lincoln.....													505
Long.....	1	2	3										898
Lothrop.....				1	0	1							556
Mason.....	1	0	1	0	1	1							637
Monmouth Park.....													92
Omaha View.....													408
Pacific.....													411
Park.....	0	1	1										708
Saratoga.....													316
Sherman.....													143
Train.....													450
Vinton.....	1	0	1										162
Walnut Hill.....	0	1	1										524
Webster.....													562
West Side.....													92
Windsor.....													227
Normal Training.....		6	6	0	7	7	0	6	6	0	9	9	33

TABLE XIII.

Number of Pupils in Each Grade After June Promotion.

SCHOOLS	Class	Ninth Grade	Eighth Grade	Seventh Grade	Sixth Grade	Fifth Grade	Fourth Grade	Third Grade	Second Grade	First Grade	Kindergarten	Total A and B	Grand Total
Ambler ....	A	16	...	2	2	1	3	3	...	3	...	30	53
	B	...	2	2	4	2	5	4	...	4	...	23	
Bancroft ...	A	12	8	16	11	19	28	20	15	24	...	153	266
	B	...	3	3	8	16	19	23	16	25	...	113	
Cass .....	A	...	...	15	16	18	21	23	46	30	...	169	352
	B	...	...	...	16	20	26	38	29	26	28	183	
Castellar ...	A	12	34	21	33	39	24	29	65	46	68	371	580
	B	...	15	18	34	22	34	25	48	13	...	209	
Central ....	A	42	42	50	39	29	42	40	37	28	...	349	604
	B	...	33	30	36	27	29	29	15	56	...	255	
Central P'rk	A	13	...	3	10	17	12	14	13	10	...	92	196
	B	...	11	...	17	15	18	20	20	3	...	104	
Clifton Hill.	A	...	...	...	...	22	12	16	14	18	...	82	167
	B	...	...	...	...	19	22	17	13	14	...	85	
Columbian .	A	12	9	12	17	8	18	7	24	13	...	120	225
	B	...	7	26	...	19	9	18	14	12	...	105	
Comenius ..	A	17	15	12	28	39	54	39	61	81	20	366	574
	B	...	20	18	32	16	31	17	28	46	...	208	
Davenport ..	A	...	...	...	13	6	12	7	15	7	...	60	110
	B	...	...	...	11	4	12	8	10	5	...	50	
Dodge .....	A	...	15	11	12	12	22	21	25	25	...	143	287
	B	...	...	14	16	14	22	17	25	36	...	144	
Druid Hill..	A	...	...	...	...	...	7	14	13	21	...	55	75
	B	...	...	...	...	...	...	10	10	...	...	20	
Dupont ....	A	...	...	...	...	...	...	20	38	49	...	107	190
	B	...	...	...	...	...	...	15	33	35	...	83	
Eckerman ..	A	...	...	5	1	...	...	4	2	1	...	13	29
	B	...	...	...	...	1	6	4	1	4	...	16	
Farnam ...	A	37	24	26	42	21	33	25	41	19	...	268	431
	B	...	16	12	18	21	20	26	22	28	...	163	
Forest .....	A	...	...	...	14	17	11	26	29	17	...	114	197
	B	...	...	...	...	...	16	23	13	31	...	83	
Fort Omaha	A	...	...	...	...	...	...	8	7	7	...	22	36
	B	...	...	...	...	...	...	3	4	7	...	14	
Franklin ...	A	...	...	12	13	32	24	33	21	43	...	178	350
	B	...	...	13	21	9	26	17	42	44	...	172	
Gibson .....	A	...	...	...	...	...	...	...	6	3	...	9	37
	B	...	...	...	...	...	...	10	6	12	...	28	
Kellom .....	A	35	37	39	42	54	55	51	70	71	40	494	829
	B	...	15	40	60	33	55	48	58	26	...	335	

TABLE XIII—CONCLUDED.

SCHOOLS	Class	Ninth Grade	Eighth Grade	Seventh Grade	Sixth Grade	Fifth Grade	Fourth Grade	Third Grade	Second Grade	First Grade	Kindergarten	Total A and B	Grand Total
Lake.....	A	45	39	60	36	73	41	27	134	80	40	575	758
	B	...	18	3	48	32	34	32	....	16	...	183	
Leavenw'th.	A	...	...	14	25	39	30	30	45	63	18	264	401
	B	...	...	...	20	33	25	16	19	24	...	137	
Lincoln.....	A	31	3	18	16	19	24	23	20	43	...	232	398
	B	...	1	23	17	21	23	21	22	24	...	166	
Long.....	A	33	3	46	37	53	59	66	50	61	...	437	724
	B	...	6	36	37	30	46	44	30	27	31	287	
Lothrop....	A	...	23	18	24	37	34	25	30	20	...	211	470
	B	35	29	17	47	26	20	32	28	25	...	259	
Mason.....	A	34	19	24	34	26	34	38	42	69	18	338	488
	B	...	6	14	17	32	17	22	20	22	...	150	
Monm'thP'k	A	...	...	...	...	...	9	11	7	6	...	33	74
	B	...	...	...	...	...	7	8	10	16	...	41	
Omaha V'w	A	...	...	...	17	21	46	17	49	40	...	190	346
	B	...	...	22	15	22	19	14	33	31	...	156	
Pacific .....	A	...	...	...	20	34	12	28	37	44	14	189	315
	B	...	...	...	10	24	24	23	29	16	...	126	
Park.....	A	40	54	26	22	21	36	41	64	40	27	371	603
	B	...	20	20	35	37	32	21	31	36	...	232	
Saratoga...	A	...	...	25	25	32	12	6	11	12	...	123	262
	B	...	18	7	13	34	15	17	20	15	...	139	
Sherman....	A	...	...	...	...	12	12	8	16	22	...	70	103
	B	...	...	...	...	8	9	...	...	16	...	33	
Train .....	A	...	...	13	11	22	42	27	49	48	...	212	369
	B	...	...	...	18	25	19	15	44	36	...	157	
Vinton.....	A	...	...	14	11	0	17	11	34	10	...	97	130
	B	...	...	...	...	2	6	6	3	16	...	33	
Walnut Hill	A	24	26	42	18	31	25	20	26	12	...	224	424
	B	...	13	32	21	11	30	23	24	46	...	200	
Webster....	A	...	10	16	31	34	37	46	47	52	...	273	466
	B	...	...	10	35	33	34	23	33	14	11	193	
West Side..	A	...	...	...	8	7	4	2	9	6	...	36	71
	B	...	...	...	...	...	12	13	5	5	...	35	
Windsor....	A	...	...	15	18	16	26	13	12	1	...	101	162
	B	...	...	8	2	19	20	4	6	2	...	61	
		438	672	923	1,254	1,438	1,620	1,545	1,988	1,959	315		12,152

TABLE XIV.

Kindergarten Enrollment, Number Belonging and Average  
Daily Attendance for 1895-6.\*

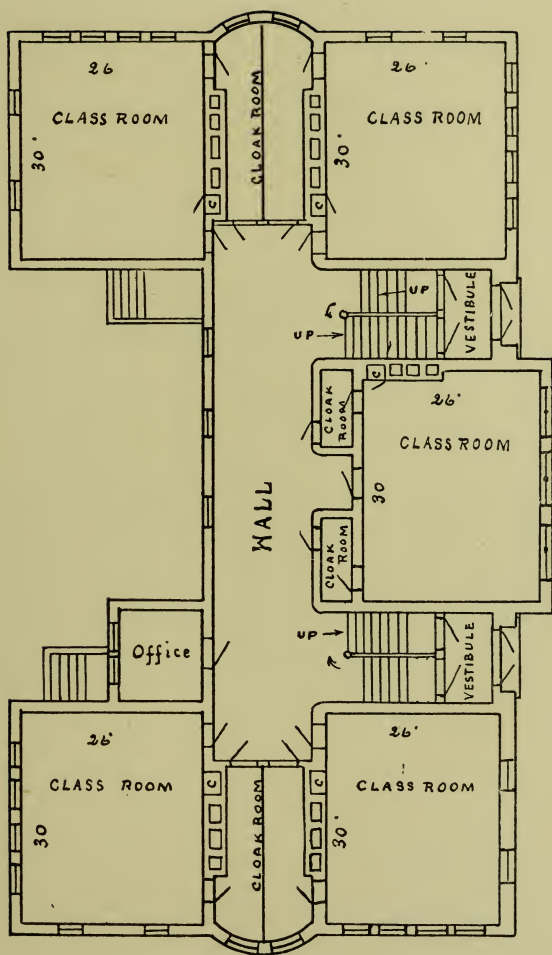
SCHOOLS	Enrollment	Number Belonging	Average Daily Attendance
Cass .....	88	49	44.6
Castellar .....	135	94.7	88.4
Comenius .....	123	70.9	64.9
Kellom .....	120	59.4	54.4
Lake .....	129	81.9	75.1
Leavenworth .....	101	56.7	51.6
Long .....	96	51.1	45.2
Mason .....	78	46.6	42.6
Park .....	87	64.1	57.9
Pacific .....	63	38.3	34.5
Webster .....	89	55	49
Total .....	1,109	667.7	608.2

\* Children promoted out of the kindergartens into the primary grades during the year, are not counted in this table. All such children are counted as enrolled in the primary grades, and all their attendance is counted there. This makes both enrollment and attendance in the primary grades appear larger than it should, and decreases these items correspondingly in the kindergartens. This method of keeping reports makes the kindergarten enrollment and attendance appear probably 25% less than the actual facts.





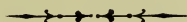
LINCOLN SCHOOL—10 Rooms.



FIRST FLOOR PLAN OF LINCOLN SCHOOL.



# APPENDIX.



Giving names, addresses, places of employment and salaries of teachers and principals; names and salaries of janitors; location and valuation of school property; cost of heating the schools; boundaries, etc.

## TEACHERS EMPLOYED 1895-96.

RESIDENCE ADDRESS, PLACE OF EMPLOYMENT AND SALARY PAID TO PRINCIPALS AND TEACHERS.

NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Adams, Anna T.	English	High	1920 Dodge Street.	\$ 70
Adams, Louise M. (assigned)	Seventh	Lake	1720 Dodge Street.	70
Alexander, Ada E.	Seventh and Eighth	Columbian	1226 South Thirtieth Avenue.	70
Allan, Elizabeth P. (assigned)	Second	Kellom.	2208 Burt Street.	65
Allen, W. H.	Seventh (Principal)	Dodge	2408 Indiana Avenue.	110
Alter, Mary L.	Sixth	Castellar.	1605 Kynner Avenue.	70
Alvison, Vivian E.	First	Franklin	2525 Charles Street.	45
Armbruster, Katherine	First and Second	Castellar	2633 Harney Street.	70
Arnold, Fannie	Supervisor of Music		323 North Seventeenth Street.	120
Atkinson, Elizabeth, Mrs.*	First	Long	4012 Farnam Street.	70
*Widow.				
Baker, Minnie P.	First	Lothrop	2014 Emmet Street.	55
Baker, Nettie	Substitute.		2014 Emmet Street.	40
Ballantyne, Mary D.	Seventh	Walnut Hill	4030 Nicholas Street.	70
Banker, Lizzie L.	First (Principal)	Forest	1707 Center Street.	95
Barker, Jennie R., Mrs.	Second	Comenius	2515 Jones Street.	70
Bartlett, Eva	Third and Fourth	Park	1305 South Twenty-eighth Street.	70
Bauserman, Nellie K.	Seventh	Farnam and Lincoln	2544 Dodge Street.	75
Beals, S. DeWitt	Librarian	High	2118 Davenport Street.	120
Beedle, Mary J.	Third and Fourth	Comenius	822½ South Twentieth Street.	40
Bennett, Nelle	Seventh and Eighth	Castellar	Brunswick Hotel.	80
Bigger, Anna M.	First	Omaha View	3124 Miami Street.	70
Blackburn, Clara	First and Second	Lake	4210 Nicholas Street.	70



NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Blackmore, Ida E.	Second and Third	Lincoln	1901 California Street	65
Blake, Louis J.	Bookkeeping and Sten.	High	419 North Thirty-ninth Street	150
Boutelle, Carrie M.	Kindergarten Director	Mason	620 South Nineteenth Street	70
Bowen, Abba W.	Fourth	Long	2709 Dodge Street	50
Boyd, H. Jeannette	Sixth	Comenius	2215 Capitol Avenue	70
Boyd, Margaret K.	First	Leavenworth	2315 Douglas Street	70
Bradley, Lucretia S., Mrs.	Fourth	Lake	2105 Douglas Street	70
Bradshaw, Emma N.	Third and Fourth	Cass	4915 Cass Street	70
Brady, Rose A.	Second	Long	2524 Patrick Avenue	70
Brolliar, Mary E.	Eighth	Lothrop	2204 North Twenty-fourth Street	80
Brown, Amelia	Second	Train	609 South Twenty-ninth Avenue	60
Brown, Kate L.	Th'd, F'rth, F'th (Prin.)	West Side	324 South Twenty-sixth Street	80
Brown, Mollie E.	First	Cass	316 South Twenty-sixth Street	70
Browne, Carrie O.	First and Second	Comenius	309 North Twenty-fifth Street	70
Bruechert, Lydia C.	First	Train	1115 Dorcas Street	70
Bruner, Lily M.	Seventh	Castellar	316 North Twenty-fifth Street	70
Bruner, Mary E.	Fourth	Dodge	1319 North Seventeenth Street	70
Burglund, Minnie L.	Fifth and Sixth	Central	2707 Davenport Street	70
Burnett, Lida S.	Fourth	Webster	602 South Thirtieth Street	55
Burns, Selena M. (assigned)	First	Central Park	111 South Eighteenth Street	40
Butterfield, Frances	Second (Principal)	Dupont	815 South Twenty-ninth Avenue	90
Byrne, Irene C.	Second	Cass	116 South Twenty-ninth Street	70
Byrne, Jessie	Fifth	Park	116 South Twenty-ninth Street	50
Campbell, Allie E.	First	Pacific	2512 Jones Street	70
Carlisle, Ella A. Mrs.	Eighth	Lake	1330 Sherman Avenue	80
Casad, Emma C. Mrs.	Eighth	Comenius	2515 Jones Street	80

NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Chambers, Alice.....	Kindergarten	Comenius.....	Twenty-fifth and Maple Streets....	40
Christianey, Martha W., Mrs.....	First.....	Comenius.....	2017 Harney Street.....	70
Coburn, Dora M.....	First.....	Webster.....	2706 Bristol Street.....	70
Cooper, Clara F.....	Third and Fourth.....	Long.....	1721 Davenport Street.....	80
Copeland, May L.....	Latin and English.....	High.....	312 North Twenty-second Street... 100	
Cornish, Lorraine A., Mrs.....	First.....	Franklin.....	3205 Miami Street.....	70
Craig, Mattie I.....	Seventh.....	Park.....	1225 South Twenty-eighth Street.. 70	
Crane, Katherine E.....	Sixth and Seventh.....	Mason.....	634 South Thirty-first Street..... 70	
Craven, Elizabeth E., Mrs.....	Geom., Alge., Latin.....	High.....	2604 Davenport Street..... 100	
Dacey, Rosanna.....	Third.....	Castellar.....	2317 Douglas Street.....	65
Daugherty, Nora.....	First.....	Dupont.....	716 South Fortieth Street.....	50
Davis, Ellen M.....	Second.....	Webster.....	2626 Capitol Avenue.....	70
Davis, Minnie.....	Kindergarten	Pacific.....	2120 South Sixteenth Street.....	40
Dawson, Agnes M.....	Seventh.....	Long.....	202 North Eighteenth Street.....	70
Day, Caroline, Mrs.....	First and Second.....	Omaha View.....	3121 Miami Street.....	70
Dinturff, Caroline Belle.....	Phys., Ph'l'gy, Bot.....	High.....	324 South Twenty-sixth Street.... 90	
Donaldson, Jennie M.....	Kindergarten	Cass.....	1722 Dodge Street.....	40
Dorn, Emily M.....	Sixth and Seventh.....	Omaha View.....	3407 Seward Street.....	70
Doyle, Isabelle.....	Fifth.....	Saratoga.....	2214 Wirt Street.....	70
Doyle, Mima C.....	First.....	Leavenworth.....	2214 Wirt Street.....	70
Drake, Avie.....	Kindergarten	Kellom.....	2504 Templeton Street.....	40
Drake, Helen M., Mrs.....	Kindergarten	Webster.....	556 South Twenty-sixth Street.... 55	
Duncan, Hattie M.....	Fourth and Fifth.....	Lake.....	.....	70
Dunn, Bessie.....	Second and Third.....	Park.....	1602 Dorcas Street.....	40
Durbin, Jessie S., Mrs.....	Fourth.....	Comenius.....	3521 Farnam Street.....	70
Duval, Clara B.....	Seventh and Eighth.....	Park.....	629 South Twenty-ninth Street.... 80	

NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Dye, Minnie S.	Second and Third	Kellom....	634 South Twenty-eighth Street...	70
Dysart, Ida.	Third	Clifton Hill....	2529 Capitol Avenue.....	70
Eaton, Franc.	Sixth	Park....	2703 Woolworth Avenue.....	70
Eddy, Harriet S.	1st and 2nd (Prin.)	Monmouth Park....	2534 Decatur Street.....	80
Edholm, Clara C.	Third	Dodge....	2936 Charles Street.....	45
Elcock, Elizabeth M.	Sixth	Lake....	2202 Miami Street.....	70
Elcock, Lucy A.	Substitute.	.....	2202 Miami Street.....	70
Elder, Clara E.	Eighth	Walnut Hill....	625 South Twenty-ninth Street....	80
Eldredge, Ida E.	Fourth and Fifth	Castellar....	1721 Dodge Street.....	70
Elliott, Camilla, Mrs.	2nd, 3d, and 4th	Monmouth Park....	913 North Nineteenth Street.....	70
Evans, Lucy W.	Second	Central....	2013 Grace Street.....	70
Evans, Matilda.	Sixth and Seventh	Franklin....	3303 Corby Street.....	70
Eveleth, Susie E.	Eighth	Central....	2221 Dodge Street.....	80
Fair, Anna Q.	Fourth and Fifth	Central Park....	1410 South Sixteenth Street.....	70
Fair, Jennie E.	First and Second	Mason....	2427 Harney Street.....	80
Fawcett, Alice M.	Fourth and Fifth	Lothrop....	2107 Spencer Street.....	50
Fernald, Fannie C., Mrs.	Fifth and Sixth	Lincoln....	2219 Capitol Avenue.....	70
Fischer, Sophie H.	Third	Columbian....	4823 Davenport Street.....	60
Fisk, Frances A.	Sixth	Farnam....	539 South Twenty-ninth Avenue...	70
Fitch, Mary A.	Sixth (Principal)	Leavenworth....	The Madison.....	115
Fitch, Rose C.	First and Second	Lincoln....	211 North Eighteenth Street.....	70
Foos, Anna.	Principal	Kellom....	815 South Twenty-ninth Avenue...	140
Foos, Catherine.	Second and Third	Mason....	2102 Chicago Street.....	70
Forbes, Mattie L.	Fourth and Fifth	Train....	312 South Twenty-fifth Street....	70
Fried, Mathilde.	Second	Lake....	1534 North Nineteenth Street.....	65
Furlong, Mary C.	Fourth	Park....	1206 South Thirtieth Avenue.....	70

NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Gallagher, Maria J.	Fourth	Saratoga	2537 St. Mary's Avenue	70
Gamble, Lucinda W. (assigned)	First	Dodge	2112 Nicholas Street	40
Garrett, Grace A., Mrs.	First	Farnam	2414 Cass Street	70
Giffin Mary B.	Fourth	Fort Omaha	2510 Davenport Street	70
Gillis, Annie I.	Fourth and Fifth	Leavenworth	308 North Twenty-second Street	70
Godso, Emma J.	Fifth	Kellom	202 North Eighteenth Street	70
Goodman, Ida M.	Fifth	Pacific	922 South Eleventh Street	70
Goodman, Mary B.	Sixth and Seventh	Lincoln	922 South Eleventh Street	70
Graff, Carrie K.	First	Dodge	2518 Capitol Avenue	50
Gratiot, Adele	Kindergarten Assistant	Mason	3136 Chicago Street	40
Graves, Stella (assigned)	Fourth	Pacific	2210 Broadway, Council Bluffs	70
Greene, Bertha G.	Penmanship	High	2404 Cass Street	70
Gregg, Jennette (assigned)	First	Druid Hill	4232 Burdette Street	40
Gue, Katherine	Kindergarten Assistant	Webster	1613 North Nineteenth Street	40
Hamilton, Margaret	Kindergarten Director	Comenius	2510 Chicago Street	50
Hamilton, Rene E.	Principal	Central	1724 Douglas Street	135
Hanna, Lida	First	Lake	4210 Nicholas Street	80
Harney, Dora	Sixth and Seventh	Mason	1441 South Twenty-ninth Street	70
Harney, Edna M.	Second	Leavenworth	1041 South Twenty-ninth Street	65
Harper, Alice L.	First	Central	1701 Capitol Avenue	70
Hemry, Cora E.	Third	Long	2321 Harney Street	45
Heston, Esther E.	Fourth	Kellom	513 North Twenty-third Street	70
Hiatt, Elizabeth S.	First	Pacific	2315 Douglas Street	70
Hibbard, Helen C.	Kindergarten Director	Pacific	2213 Howard Street	60
Hicks, Carrie M.	First	Train	810 South Twenty-fifth Street	70
Hitte, Alice E.	Supervisor of Drawing		620 South Nineteenth Street	100



NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Hobbs, Evelyn A.....	Sixth.....	Windsor.....	308 North Twenty-second Street..	70
Hobert, Edna V.....	Second.....	Central Park.....	2420 Binney Street.....	70
Hodge, Mary L. M., Mrs.....	Third and Fourth.....	Bancroft.....	2201 South Tenth Street.....	70
Hogan, Mary G.....	Fourth and Fifth.....	Farnam.....	1434 South Twenty-seventh Street.	70
Hopper, Ada I.....	Sixth and Seventh.....	Webster.....	3015 Webster Street.....	70
Hostetter, Poppy (assigned).....	Third.....	Forest.....	2215 Miami Street.....	40
Hughes, Amy Lee.....	Second.....	Dodge.....	1707 Dodge Street.....	70
Hultman, Jennie E. (assigned).....	First and Second.....	West Side.....	718 North Forty-first Street.....	40
Humphrey, Belle A. (assigned).....	Second and Third.....	Sherman.....	1304 North Twenty-second Street..	70
Hungerford, Grace E.....	Kindergarten Director.....	Cass.....	518 South Twenty-second Street...	50
Hungerford, Kate.....	First.....	Park.....	518 South Twenty-second Street..	70
Hunt, Lula H.....	Fourth.....	Franklin.....	1403 North Thirty-eighth Street...	60
Hutchins, Eliza A.....	Fifth and Sixth (Prin.).....	Vinton.....	1823 Capitol Avenue.....	85
Hutchinson, Mayme.....	Kindergarten Assistant.....	Park.....	1003 South Twenty-ninth Avenue..	40
Hutchison, Agnes D.....	First and Sec. (Prin.).....	Fort Omaha.....	306 North Eighteenth Street.....	80
Hutmaker, Kate.....	Second.....	Long.....	2912 Charles Street.....	70
Hyde, Mabel J.....	Third.....	Comenius.....	2009 Cass Street.....	70
Ireland, Nellie.....	Second.....	Castellar.....	3153 Farnam Street.....	70
Isaacson, Huldah F.....	Eighth.....	Long.....	2931 Seward Street.....	80
Jaquith, Pearl.....	Substitute.....	.....	3410 Burt Street.....	55
Jennison, Mabel.....	Third.....	Leavenworth.....	2424 St. Mary's Avenue.....	70
Jensen, Anne W.....	Fifth.....	Castellar.....	2424 St. Mary's Avenue.....	70
Johnson, Cordelia.....	Fifth.....	Omaha View.....	412 South Twenty-seventh Avenue.	65
Johnston, Decie A.....	Elo., Ph'l'gy, History.....	High.....	212 North Twenty-fifth Street....	90
Johnston, Ida J.....	Fifth.....	Kellom.....	2525 Harney Street.....	70
Jordan, L. Alice.....	Fourth.....	Clifton Hill.....	2924 Cumming Street.....	70



NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Kaufman, Ella.....	Sixth .....	Kellom.....	101 South Twenty-fifth Street.....	70
Kean, Katherine M., Mrs.* .....	Fifth .....	Dodge.....	222 North Nineteenth Street.....	70
Kelley, E. Louise.....	Kindergarten Assistant.....	Long.....	1404 South Twenty-eighth Street..	40
Kelsey, Earl J.....	Latin.....	High.....	975 North Twenty-seventh Street..	110
Kennedy, E. Virginia.....	Eighth .....	Long.....	2627 Decatur Street.....	80
*Widow.				
Kidder, Mary L., Mrs.....	Sec. and Third (Prin.)..	Druid Hill.....	4149 Grant Street.....	80
Knight, Lula E.....	Fifth.....	Mason.....	324 South Twenty-sixth street.....	70
Kumpf, Carrie M.....	First.....	Forest.....	1615 California Street.....	70
Landis, Mary Alice.....	German .....	High.....	The Madison.....	110
LaRue, Myra.....	First and Sec. (Prin.)..	Davenport.....	3710 North Seventeenth Street....	85
Latey, Margaret J.....	First .....	Vinton.....	2817 North Nineteenth Avenue....	70
Latey, Mary E.....	Second and Third.....	Omaha View.....	2817 North Nineteenth Avenue....	70
Lehmer, Margaret K.....	Second and Third.....	Webster.....	1822 Emmet Street.....	50
Leighton, Abbie C.....	Second and Third.....	Vinton.....	309 North Twenty-fifth Street.....	70
Leighton, Florence M.....	Sixth and Seventh.....	Bancroft.....	309 North Twenty-fifth Street.....	70
Leighty, Elizabeth B.....	Seventh and Eighth.....	Mason.....	1619 Kyrer Street.....	80
Lemon, Nora H., Mrs.* .....	Principal .....	Lothrop.....	1214 North Twenty-sixth Street... 120	
Leviston, Irwen†.....	Phys. (Principal.).....	High.....	312 North Twenty-first Street..... 180	
Lewis, Belle H.....	Algebra .....	High.....	The Merriam .....	100
Lewis, Homer†.....	Polit. Econ., Virgil and Homer (Principal).....	High.....	4117 Farnam Street.....	260
Lewis, Nancy L.....	First .....	Walnut Hill.....	4030 Nicholas Street.....	70
Lilie, Grace.....	Substitute .....	.....	1808 Webster Street.....	70
*Widow.				

†Prof. Homer P. Lewis resigned as principal of the High School on March 16, 1896, and Prof. Irwen Leviston was elected to fill the vacancy.

NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Littlefield, Emma D.	Third and Fourth	Lothrop	800 South Twenty-ninth Avenue..	80
Littlefield, Lillian A.	Principal	Park	800 South Twenty-ninth Avenue..	130
Littlefield, M. Florence	First	Farnam	800 South Twenty-ninth Avenue..	70
Lloyd, Helen	English	High	2206 Douglas Street.....	90
Lonergan, Emma R.	Third	Pacific	3710 North Seventeenth Street....	70
Lucas, Mary R.	Eighth	Kellom	Brunswick Hotel.....	80
McAra, Margaret L.	Fifth	Walnut Hill and Webster	308 North Twenty-second Street...	75
McCarthy, Margaret	Second (Principal)	Pacific	628 South Twenty-ninth Avenue..	110
McCheane, Sarah M.	Principal	Long	311 North Twenty-fifth street.....	140
McClintock, Emma F.	Seventh	Lake	1501 North Nineteenth Street.....	70
McConnell, Callie	First	Long	1341 South Twenty-ninth Street...	70
McCune, Juliet W.	Fifth	Webster	1112 North Twenty-fifth Street....	65
McDonald, Agnes	Seventh (Principal)	Farnam	2315 Douglas Street.....	120
McDonald, Jeannette	Seventh	Central	2315 Douglas Street.....	70
McHugh, Josie M.	Sixth and Seventh	Saratoga	2301 Douglas Street.....	70
McHugh, Kate A.	English	High	2301 Douglas Street.....	110
McKnight, Zora M.	Sixth	Lake	1722 Capitol Avenue.....	70
McKoon, Jennie M.	Principal	Mason	720 South Twenty-second Street..	130
McLain, Helen	Kindergarten Assistant	Kellom	2221 Spruce Street.....	40
McLaughlin, Margaret C.	Second and Third	Park	1515 Sherman Avenue.....	70
McMahon, Mary	Substitute		3316 Burt Street.....	65
McMaster, Doris	Third	Walnut Hill	2221 Dodge Street.....	50
Maccauley, Grace A.	First	Kellom	2627 Decatur Street.....	70
MacCumber, Pearl	Third	Train	3819 Franklin street.....	45
Mach, Anna J.	Third and Fourth	Central	845 South Twenty-third Street...	70
Mack, Ida E.	First (Principal)	Sherman	1810 Spencer Street.....	85

NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Mann, Louise B., Mrs.*	Fifth	Leavenworth	1724 Douglas Street	70
Marshall, Olive J., Mrs.	First	Clifton Hill	4241 Lake Street	60
Mason, Clara B.	Eighth	Farnam	212 South Twenty-fifth Street	80
Meyer, Ida (assigned)	Third	Kellom	3835 Parker Street	40
Meyer, Mary B.	Fifth	Franklin	3854 Seward Street	70
Mickel, Lillie V., Mrs.	First	Columbian	1421 Davenport Street	70
Miles, Kate M.	Sixth	Kellom	The Madison	70
Milroy, Anna M.	Sixth	Dodge	529 South Twenty-first Street	70
Moore, Florence L., Mrs.*	1st-2d-3d-4th-6th (Pr.)	Eckerman	Forty-seventh and Francis Streets	80
Morgan, Charline P.	Ass't Sup'r of K'ndgtns	Park	1236 South Thirty-first Street	80
Moriarty, Minnie V.	Eighth	Lincoln	2011 South Thirteenth Street	80
Mullen, Iowa (assigned)	Fourth and Fifth	Forest	2323 Harney Street	70
*Widow.				
Nash, Carrie A.	First	Bancroft	2315 Douglas Street	70
Needham, Lizzie R.	First and Second	Kellom	610 North Twenty-third Street	70
Neese, Louise	Kindergarten Assistant	Lake	1716 North Twenty-first Street	40
Nevius, Fanny	First (Principal)	Train	324 South Twenty-sixth Street	110
Newcomb, Julia M.	First	Park	1305 South Twenty-eighth Street	70
Newton, Mary B., Mrs.*	Principal	Castellar	3153 Farnam Street	130
Nichols, Eolia W., Mrs.*	Third and Fourth	Davenport	2523 Farnam Street	70
Nickell, Carrie	Kindergarten Assistant	Comenius	2804 Cumming Street	40
Nickell, Rose E.	First	Comenius	2804 Cumming Street	70
Nielson, Eva A. (assigned)	Second and Third	Farnam	222 North Thirty-third Street	40
Norton, Helen I.	Third	Mason	620 South Nineteenth Street	70
*Widow.				

NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
O'Connor, Nora M.		Farnam.		70
Ogden, Antoinette.	French and Spanish.	High.	115 South Twenty-fifth Street.	100
Okey, Maria	English and History	High.	The Madison.	100
Olver, Minnie.	Third.	Lake.	3508 North Twenty-seventh Street.	50
Orr, Alice D.	Fifth.	Lothrop.	4907 North Twenty-fourth Street.	70
Otis, Edith R.	Kinderg'tn Assistant.	Leavenworth.	2210 Spencer Street.	40
Parker, Alice G.	Kindergarten Assistant.	Castellar.	2523 Dodge Street.	40
Parker, William.	First and Second (Prin.)	Gibson.	Gibson Station	80
Parratt, Martha	Third	Cass.	2623 Farnam Street.	70
Partridge, Edith (assigned)	Second	Forest.	2712 Howard Street.	65
Peacock, Alta.	Third and Fourth.	Webster.	819 North Thirty-fourth Street.	70
Pearson, Amelia V.	Second and Third.	Bancroft.	1414 South Ninth Street.	65
Perkins, Phebe D.	Fifth and Sixth.	Davenport.	3172 Farnam Street.	70
Perrine, Ella B., Mrs.*	Seventh.	Central.	202 North Eighteenth Street.	70
Peters, Alma (assigned)	F'st, Sec., Th'd and F'rth.	Ambler.	811 South Twenty-fourth Street.	40
Phelps, Jennie M.	Second.	Lothrop.	2221 Lothrop Street.	70
Phenix, Anna.	Fourth.	Lake.	2215 Capitol Avenue.	70
Phillips, Elizabeth E. (assigned)	Fourth.	Mason.	528 North Thirty-second Street.	40
Pickard, Anna B. (assigned)	Third and Fourth.	Central Park.	4309 Lafayette Avenue.	40
Pittman, Lida A.	Sixth.	Columbian.	2418 Cass Street.	70
Pittman, Sadie P.	Principal.	Webster.	2418 Cass Street.	125
Points, Alice E., Mrs.	Fifth and Sixth.	Train.	1218 South Twenty-eighth Street.	70
Powell, Martha L.	S'vth & Eighth (Prin).	Central Park.	2539 Capitol Avenue.	100
Powers, Nettie B., Mrs. (assigned)	Third and Fourth.	Windsor.	1003 South Twenty-ninth Avenue.	65

\*Widow.

NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Quackenbush, Mary E.	Geometry and Physics.	High.	The Madison	110
Raymond, Lutie E.	First	Castellar.	1821 Binney Street.	50
Read, Margaret H.	First.	Mason.	2208 Howard Street.	70
Redfield, Jennie L.	Seventh (Principal).	Lincoln.	2115 South Eleventh Street	120
Reed, Effie.	Fourth (Principal)	Omaha View.	1919 Spencer Street.	110
Reed, Ella.	Seventh	Park.	1919 Spencer Street.	70
Reed, Ivy.	Fifth and Sixth.	Cass.	1919 Spencer Street.	70
Reed, Jennie A.	Fourth and Fifth.	Columbian.	Happy Hill, Dundee.	50
Reid, Mary A.	Eighth	Central.	2611 Capitol Avenue.	80
Rhett, Nettie S., Mrs.*	Third.	Omaha View.	3301 Corby Street.	70
Rice, Stella V.	Third	Lake.	1615 Emmet Street.	50
Richardson, Grace E.	Substitute.		1137 South Twenty-ninth Street...	50
Robertson, Carrie L.	Sixth	Central.	4102 Cuming Street.	70
Robinson, Emily J.	First and Second (Prin.)	Saratoga.	2222 Miami Street.	100
Rogers, L. Helen.	Second.	Walnut Hill.	1721 Davenport Street.	70
Rooney, Elizabeth.	Seventh	Kellom.	2220 Chicago Street.	70
Root, Alice M.	Third.	Franklin.	3303 Corby Street.	70
Root, Helen S.	Sixth.	Lothrop & Leavenworth.	626 South Twenty-eighth Street...	75
Ross, Jennie M.	Fifth	Comenius.	2005 J Street, South Omaha.	70
Roudebush, Elizabeth E., Mrs.	English and History	High.	2110 Douglas Street.	70
Roys, Lucy J.	Arith., Phy'gy and His.	High.	2609 Bristol Street.	90
Ryland, Cora A.	Third.	Webster.	1426 North Twentieth Street.	70
*Widow.				
Salmon, Jennie C.	First and Sec. (Prin.)	Windsor.	1225 South Twenty-eighth Street..	95
Sanford, Mary E.	Latin	High.	The Madison	100



NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Schaller, Cassandra P.	First	Kellom.	522 North Twenty-fifth Street.	70
Schaller, Cebella	First	Central.	522 North Twenty-fifth Street.	70
Scherer, Carolyna	Fifth	Farnam.	2110 Douglas Street.	70
Schofield, Dasie H.	First	Omaha View.	2213 Seward Street.	40
Scott, Margaret.	Seventh	Comenius.	2215 Capitol Avenue.	70
Seymour, Myrtle E.	Third.	Windsor.	1205 South Thirty-second Street.	70
Shields, Orietta B.	Sup'r of Kindergartens.	Kellom.	2814 South Nineteenth Street.	100
Shippey, Villa B.	History	High.	1310 North Eighteenth Street.	100
Shirley, Elizabeth (Principal)	4th, 6th, 7th and 8th.	Ambler.	1721 Dodge Street.	80
Simonds, Hattie E.	Third and Fourth.	Farnam.	2313 Douglas Street.	70
Simonds, Mary E.	First (Principal).	Cass.	2313 Douglas Street.	110
Smith, Ella M.	Kindergarten Director.	Long.	2218 Cass Street.	55
Smith, Etta.	First	Castellar.	2109 Grant Street.	55
Smith, Jane S.	Fifth.	Long.	1701 North Twentieth Street.	70
Smith, Myrtle (assigned).	First and Second.	Franklin.	2109 Grant Street.	45
Smith, Penelope.	Second and Third.	Kellom.	1701 North Twentieth Street.	70
Snyder, Bessie J.	Latin and Greek.	High.	2404 Cass Street.	110
Spetmann, Clara M.	First and Second.	Dupont.	1448 South Twenty-eighth Street.	45
Squier, Harriet M.	First.	Lothrop.	1922 Corby Street.	70
Stone, Ada M.	Fourth and Fifth.	Mason.	1620 South Thirty-fourth Street.	40
Stuart, Persis E.	Fourth and Fifth.	Windsor.	1205 South Thirty-second Street.	55
Sudborough, Grace B., Mrs. (Principal).	Teachers' Training School.		549 South Twenty-sixth Avenue.	150
Swanson, Cora.	Fourth	Pacific.	1712 South Ninth Street.	50
Swartzlander, Minnie M.	Substitute.		2518 Caldwell Street.	65
Thompson, Helen.	Fourth.	Leavenworth.	622 South Twenty-ninth Street.	70
Thompson, Sarah E.	Second (Principal)	Franklin.	3301 Corby Street.	110

NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Thorngate, Ella.....	Fourth	Kellom.....	The Madison	70
Tisdale, Grace E.....	Seventh	Lothrop.....	1810 Spencer Street	70
Tobitt, Ada.....	Fourth and Fifth	Lincoln.....	202 North Eighteenth Street	70
Torrey, May L.....	Kindergarten Director	Lake.....	116 North Thirty-eighth Street	60
Towne, Jessie M. (assigned)	English	High.....	2523 Farnam Street	70
Tucker, F. Ada, Mrs.....	Fifth and Sixth	Central Park.....	2529 Capitol Avenue	70
Turner, George M. (2d Ass't Prin.)	Chemistry	High.....	2619 Capitol Avenue	150
Turner, Neva H.....	Fifth	Central.....	417 North Twenty-fifth Street	70
Underwood, Irene.....	Fifth and Sixth	Walnut Hill.....	324 South Twenty-sixth Street	70
Upham, Lillian H.....	First and Second	Bancroft.....	1714 Dodge Street	70
Upson, Marie P.....	Sixth and Seventh	Long.....	1722 Capitol Avenue	70
Ure, Emma J.....	Sixth	Long.....	1625 Lothrop Street	70
Union, Bella M., Mrs.....	Fourth	Castellar.....	1624 Cass Street	70
Valentine, Georgia.....	English and Civil Gov.	High.....	606 South Twenty-ninth Street	100
Van Duyn, Nellie A.....	Fourth and Fifth	Bancroft.....	529 South Thirty-first Street	70
Victor, Virginia R.....	Fourth and Fifth	Sherman.....	2613 Burdette Street	70
Vincent, Margaret.....	Second (Principal)	Columbian.....	212 South Twenty-fifth Street	100
Vroom, Emma A.....	Third and Fourth	Train.....	307 North Twenty-fifth Street	70
Walker, Suzanne, A.....	German and French	High.....	The Madison	100
Wallace, Jennie M.....	Latin and English	High.....	2420 Harney Street	70
Wallace, Winifred	First	Walnut Hill.....	2002 Webster Street	50
Ware, Ingleetta F. (assigned)	Fifth and Sixth	Saratoga.....	120 South Seventh St., Co. Bluffs	70
Watts, Amy L. (assigned)	First	Lincoln.....	2201 Burdette Street	40
Wearne, Lulu B.....	Third and Fourth	Lincoln.....	843 South Nineteenth Street	50
Webb, Artie D., Mrs. (assigned)	Fifth	Lake.....	1805 Sherman Avenue	70

NAME OF TEACHER	GRADE	SCHOOL	RESIDENCE	SALARY
Wedgwood, Mary E.	Algebra and Geometry	High	Millard Hotel	70
Wheatley, Emma	Seventh and Eighth (Pr.)	Bancroft	2539 Capitol Avenue	105
White, Ellen M.	Principal	Comenius	309 North Twenty-fifth Street	130
White, Hattie I. (assigned)	Fifth	Long	2706 Parker Street	65
White, Katharine	Fourth and Fifth	Cass	2313 Douglas Street	70
White, Mary E.	Fourth	Walnut Hill	308 North Twenty-second Street	70
White, Virginia L.	Sixth and Seventh	Walnut Hill	2312 Douglas Street	70
Whitmore, Bessie C.	Kindergarten Director	Castellar	2313 Douglas Street	65
Whitmore, Emma	Principal	Lake	712 North Nineteenth Street	140
Wickham, Kate	Substitute		1112 South Twenty-eighth Street	70
Wigman, John E.	Manual Training	High	1914 Locust Street	100
Wilbur, Lillian M.	First	Lincoln	604 South Twenty-eighth Street	70
Will, Elizabeth J. (assigned)	Fourth	Central	3404 Burt Street	40
Wilson, Bessie	Kindergarten Assistant	Castellar	3610 Jones Street	40
Wilson, J. M.	Geol., Geom. and Alge.	High	2412 Dodge Street	110
Wilson, Minnie R.	Third	Central	2814 Capitol Avenue	70
Wolcott, Katharine	Second and Third	Saratoga	2537 St. Mary's Avenue	70
Wolcott, Mary E.	First	Dupont	2537 St. Mary's Avenue	70
Wood, Coryell	Kinderg'tn Director	Leavenworth	1042 South Twenty-ninth Street	50
Wood, Emily	First	Webster	1420 North Twenty-seventh Street	70
Woodward, Jeanette L., Mrs.*	Second (Principal)	Clifton Hill	2119 Seward Street	90
Woolery, J. F.	Algebra and Latin	High	2406 Cass Street	85
Wyckoff, Helen L.	Fifth (Principal)	Walnut Hill	706 North Nineteenth Street	129

\*Widow.

Young, Daisy M., Mrs. ....Substitute .....Thirtieth and Newton Streets..... 70

## NAMES AND SALARIES OF JANITORS.

1895-96.

NAME	WHERE EMPLOYED	NO. ROOMS	SALARY
Armstrong, G. W.....	Train .....	8	\$ 75.00
Archibald, John.....	Sherman .....	3	30.00
Arnold, Mattie .....	Druid Hill .....	2	25.00
Baldwin, Robert.....	Park .....	12	115.00
Barth, Mary.....	Ambler .....	2	25.00
Broadhurst, M. L.....	Walnut Hill .....	10	90.00
Case, John N. ....	Franklin .....	8	75.00
Danielson, Victor.....	Lake .....	16	125.00
D'Jureen, Charles E....	Kellom .....	18	135.00
Elliott, George .....	Lothrop.....	10	90.00
Ebnet, Emile .....	Monmouth Park.....	2	25.00
Edgerton, Annie.....	Gibson .....	1	15.00
Falconer, Thomas .....	High .....	30	150.00
Farrell, Hannah .....	Vinton .....	3	30.00
Fitzgerald, Thomas H...	Central .....	12	100.00
Fongar, Henry .....	Dupont .....	4	55.00
Geiselman, William.....	Comenius .....	12	100.00
Guinnotte, Helen.....	Fort Omaha.....	1	15.00
Hart, Frank.....	Eckerman .....	1	15.00
Johnson, A. M.....	West Side.....	2	25.00
Johnson, E. W.....	Clifton Hill.....	4	55.00
Kalina, John J .....	Lincoln ...	10	90.00
Kelley, George.....	Leavenworth .....	9	85.00
Kroh, D. T. ....	Long Annex.....	8	75.00
Lamme, J. M .....	Central Park.....	6	65.00
Lawton, W. C .....	Forest .....	5	45.00
Lyons, Mary A .....	Davenport .....	3	30.00
Manning, B. F .....	Farnam .....	11	95.00
Monroe, Robert M.....	Saratoga .....	6	65.00
Nobes, J. J.....	Columbian .....	6	65.00
O'Neill, Henry .....	Cass .....	8	75.00
Otis, Frank L .....	Omaha View .....	8	75.00
Peterson, Louis .....	Mason .....	12	100.00
Rose, Albert.....	Pacific .....	8	75.00
Shea, Thomas.....	Bancroft .....	7	70.00
Stone, J. S.....	Windsor .....	5	60.00
Stuart, William .....	Webster.....	11	95.00
Suchy, Frank .....	Castellar .....	12	100.00
Tuip, A .....	Long .....	8	75.00
Vickers, William H.....	Board Rooms .....	.....	65.00
Yule, H. G.....	Dodge .....	8	75.00
Zeigler, Augusta .....	Pleasant .....	1	20.00





TABLE A—Showing Expense of Heating the School Houses, based upon the Cost of Fuel Consumed for Each 1,000 Cubic Feet of Space Warmed, Giving, also, the Kind of Heating Apparatus in Each School and the Total Cost of Heating for the School Year 1895-96.

NAME OF SCHOOL	KIND OF APPARATUS	Cubic Feet Heated	Cost per 1,000 Cubic Feet	Total Cost
High.....	Steam, direct.....	725,500	\$1 38	\$1001 15
Ambler.....	Stoves.....	15,000	5 53	82 96
Bancroft.....	Steam, direct.....	113,500	2 26	256 96
Cass.....	Steam, direct.....	119,000	1 77	210 21
Castellar.....	Ruttan hot-air furnace.....	153,000	2 36	362 11
Central.....	Holbrook & Kane system, steam indirect.....	212,500	2 36	501 71
Central Park.....	Hot-air and stoves.....	50,000	3 55	177 58
Clifton Hill.....	Smead dry-closet system.....	61,500	2 13	131 25
Columbian.....	Fuller & Warren dry-closet system.....	83,000	4 39	364 56
Comenius.....	Holbrook & Kane system, with steam.....	223,500	1 54	346 26
Davenport.....	Stoves.....	22,500	6 90	155 44
Dodge.....	Ruttan hot-air furnace.....	122,500	2 71	332 59
Druid Hill.....	Stoves.....	7,500	12 00	90 71
Dupont.....	Steam, direct.....	39,500	3 57	141 30
Eckerman.....	Stoves.....	8,000	3 75	30 15
Farnam.....	Ruttan furnaces and stoves.....	143,000	2 50	357 85
Forest.....	Stoves.....	37,000	5 58	206 41
Fort Omaha.....	Stoves.....	15,000	4 75	71 24
Franklin.....	Fuller & Warren hot air, with Holbrook ventilation.....	102,500	4 85	497 65
Gibson.....	Stoves.....	7,500	2 40	18 01
Kellom.....	Smead dry-closet system.....	272,500	3 45	942 32
Lake.....	Steam, direct.....	275,500	1 36	375 52
Leavenworth.....	Fuller & Warren, hot-air Furnace.....	121,500	2 34	284 50

Lincoln .....	Holbrook system, with steam .....	144,000	1 98	286 13
Long .....	Smead flushing system .....	239,500	1 86	447 14
Lothrop .....	Fuller & Warren dry-closet system .....	122,000	4 79	585 29
Mason .....	Steam, direct .....	275,500	1 09	300 50
Monmouth Park .....	Stoves .....	15,000	5 85	87 76
Omaha View .....	Steam, direct .....	113,500	2 04	231 00
Pacific .....	Hess & Boynton hot-air .....	95,000	3 16	300 85
Park .....	Steam, fan system .....	155,000	2 24	347 11
Saratoga .....	Fuller & Warren dry-closet system .....	112,500	2 23	251 96
Sherman .....	Stoves .....	22,500	4 60	103 72
Train .....	Holbrook system, with indirect steam .....	107,500	2 79	300 13
Vinton .....	Stoves .....	22,500	6 26	140 99
Walnut Hill .....	Holbrook system, with steam and stoves .....	177,500	2 57	419 63
Webster .....	Steam, direct .....	171,500	1 78	306 94
West Side .....	Stoves .....	15,000	4 89	73 13
Windsor .....	Fuller & Warren dry-closet system .....	73,000	5 12	374 11
Shop and store .....	Stoves .....			104 93
Total .....				\$11,599 79

TABLE B—Giving Description, Location and Valuation of School Property.

Name of Building	DESCRIPTION AND LOCATION OF GROUNDS AND BUILDINGS	Valuation of Grounds	Valuation of Buildings	Total Valuation
High .....	A four-story brick building of 30 rooms, heated by steam and located on a campus 600 feet square, near the heart of the city, bounded on the north by Davenport street, on the west by Twenty-second street, on the south by Dodge street and on the east by Twentieth street .....	\$450,000	\$110,000	\$560,000
Ambler .....	A two-room frame building, heated by stoves, located on lots 6, 7, 8, 9 and 10, block 18, Ambler Place, corner Forty-fourth and Martha streets, with a frontage of 126 feet on Castellar street and 225 feet on Forty-third street .....	2,000	1,000	3,000
Bancroft. ....	An eight-room brick building, heated by direct steam, located on lots 4, 5 and 6, Redfield's sub-division tax lot 5, Section 34, Town 15, Range 13, east of the Sixth Principal Meridian, on Ninth street, south of Bancroft, having a frontage of 198 feet on Ninth street and a depth of 132 feet .....	4,000	18,000	22,000
California .....	A two-room frame building, heated by steam, located on east half of lot 3, block 21, south side of California street, between 18th and 19th streets, having a frontage of 33 feet on California street and a depth of 132 feet ..	5,000	1,000	6,000
Cass .....	An eight-room brick building, heated by direct steam, located on lot 6 and west forty-four feet of lot 7, block 25, City of Omaha, having a frontage of 110 feet on Cass street and a depth of 132 feet .....	15,000	14,000	29,000

Castellar .....	A twelve-room brick building, heated by four Ruttan furnaces and four stoves, located on lots 7 and 8, block 11, Improvement Association Addition, at the corner of Eighteenth and Castellar streets, having a frontage of 132 feet on Castellar street and 188 on Eighteenth ....	6,000	20,000	26,000
Central .....	A twelve-room brick building, heated by indirect steam, with Holbrook system of ventilation, located on lots 2 and 3, Capitol Addition, corner Twenty-second and Dodge streets, having a frontage of 184 feet on Dodge street and a depth of 146 3-20 feet.....	25,000	46,000	71,000
Central Park .....	A four-room frame building with a two-room annex, the former heated by a Fuller & Warren upright furnace, the latter heated by stoves; located on two-acre tract of ground in Central Park Addition, at the corner of Forty-second and Saratoga streets, having a frontage of 231 feet on Grand avenue and 300 feet on Forty-second street.....	2,000	5,000	7,000
Clifton Hill .....	A four-room frame building, heated by Smead furnace, with dry-closet system of ventilation; also a two-room frame annex, located on lots 10, 11, 12, 13 and 14, block 15, Hitchcock's First Addition, corner Forty-second and Miami streets, having a frontage of 250 feet on Miami street and a depth of 120 feet .....	3,500	7,000	10,500
Columbian .....	A ten-room brick building, heated by Fuller & Warren furnaces, located on lot 2, block 13, West Omaha, at the corner of Thirty-eighth avenue and Jones street, having a frontage of 165 feet on Jones street and 187 feet on Thirty-eighth avenue.....	6,000	32,000	38,000

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	DESCRIPTION AND LOCATION OF GROUNDS AND BUILDINGS	Valuation of Grounds	Valuation of Buildings	Total Valuation
Comenius .....	A sixteen-room brick building, heated by indirect steam, with Holbrook system of ventilation, located on lots 3 and 4, block 13, Kountze's Third Addition, on Fifteenth, near William street, having a frontage of 268 feet on Fifteenth street, the north 100 feet of which extends through to Sixteenth street, giving a depth of 298 feet, and the south 168 feet having a depth of 149 feet. ....	\$10,000	\$50,000	\$60,000
Davenport .....	A two-room frame buildings heated by stoves, located on leased ground in Stewart Place, at the corner of Thirty-eighth and Davenport streets .....	.....	1,000	1,000
Dodge .....	An eight-room brick building, heated by four Ruttan furnaces, located on lots 3 and 4, block 101, City of Omaha, corner of Eleventh and Dodge streets, having a frontage of 132 feet on Dodge street and 132 feet on Eleventh street .....	18,000	18,000	36,000
Douglas .....	Vacant site, lots 1, 2 and 3, block 4, Boggs & Hill's Addition, at the corner of Twenty-ninth and Douglas streets, having a frontage of 115 on Douglas street and 112 feet on Twenty-ninth avenue .....	5,000	.....	5,000
Dupont .....	A four-room brick building, heated by steam, located on lot 35, Clark Place, at the corner of Twenty-ninth and Martha streets, having a frontage of 87 feet on Twenty-ninth street and 116½ on Martha .....	2,000	6,000	8,000
Eckerman .....	A one-story frame building, heated by stoves, located on a two-acre tract of ground, bounded on the west by the city limits and on the north by Center street .....	2,000	500	2,500



Farnam .....	A twelve-room brick building, heated by four Ruttan furnaces, located on lots 1, 2 and 3, block 10, McCormack's Addition, at the corner of Twenty ninth and Farnam streets, having a frontage of 132 feet on Twenty-ninth avenue and 212 feet on Farnam street.....	12,000	22,000	34,000
Forest .....	Three two-room frame buildings heated by stoves, located on one acre of ground, a part of tax lot 4, Section 34, Town 15, Range 13, east of the Sixth Principal Meridian, at the corner of Fourteenth and Phelps streets, having a frontage of 106 feet on Fourteenth street and 214½ feet on Phelps street.....	1,500	2,000	3,500
Fort Omaha .....	A two-room frame building, heated by stoves, located on east half of lot 12 and west half of lot 13, in McEntie's Addition, with a frontage of 130 feet on Browne street and a depth of 270¼ feet .....	500	1,000	1,500
Franklin .....	A ten-room brick building, heated by five Fuller & Warren furnaces, with Holbrook & Kane ventilation, located on lots 8, 9, 10, 11 and 12, block K, Lowe's Addition, at the corner of Franklin and Thirty-fifth streets, having a frontage of 300 feet on Franklin street and 127½ feet on Thirty-fifth street .....	6,000	32,000	38,000
Gibson .....	A two-room frame building, heated by stoves, located on a part of tax lot 12, Section 35, Town 15, Range 13, east of the Sixth Principal Meridian, with a frontage of 277 feet on Calhoun street and a depth of 157 feet.....	800	1,000	1,800
Izard .....	Lots 5, 6, 7 and 8, block 195½, City of Omaha, at the corner of Izard and Twentieth streets, having a frontage on Izard street of 264 feet, and 132 feet on Nineteenth and Twentieth, embracing the entire half block .....	30,000	.....	30,000

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	DESCRIPTION AND LOCATION OF GROUNDS AND BUILDINGS	Valuation of Grounds	Valuation of Buildings	Total Valuation
Kellom.....	A sixteen-room brick building, heated by eight Smead furnaces, with Smead ventilation and dry closets, located on a tract of ground 247x267 feet, with a frontage on Twenty-third street, between Nicholas and Paul streets, of 247½ feet and a depth of 267 feet .....	\$18,000	\$40,000	\$58,000
Lake .....	A sixteen-room brick building, heated by direct steam from two boilers, located on lots 1, 2, 3, 4 and 5, block 3, Lake's Addition, at the corner of Nineteenth and Lake streets, having a frontage of 263½ feet on Nineteenth street and a depth of 140 feet.....	10,000	40,000	50,000
Leavenworth .....	An eight-room brick building, heated by four Fuller & Warren furnaces, located on lots 26, 27 and 30, block 5, Kountze & Ruth's Addition, having a frontage of 185 feet on Leavenworth street and a depth of 138 feet...	15,000	20,000	35,000
Lincoln .....	A ten-room brick building, heated by indirect steam, with Holbrook & Kane ventilation, located on a tract of ground 138x270, feet, at the southeast corner of lot 1, block 2, Kountze's Fourth Addition, having a frontage of 270 feet on Eleventh street and a depth of 138 feet on Center street.....	12,000	32,000	44,000
Long.....	An eight-room brick building, heated by four Soper furnaces and five stoves, located on lots 1, 2 and 3, block 15, Parker's Addition, having a frontage of 180 feet on Franklin street and 128 feet on Twenty-sixth street...	8,500	10,000	18,500

Long Annex.....	An eight-room brick building, heated by four Smead furnaces, with flushing closets, located on lots 7 and 8, block 11, Parker's Addition, at the corner of Twenty-sixth and Franklin streets, having a frontage of 120 feet on Franklin street and 128 feet on Twenty-sixth street.....	6,000	25,000	31,000
Lothrop .....	A ten-room brick building, heated by five Fuller & Warren furnaces, located on lots 11, 12, 13, 14 and 15, block 30, Kountze Place, at the corner of Twenty-second and Lothrop streets, having a frontage of 124 feet on Twenty-second street and 234 feet on Lothrop street..	8,000	32,000	40,000
Mason .....	A sixteen-room building, heated by direct steam from two boilers, located on lots 40, 41, 42, 43, 44 and 45, and the south 38 feet of lots 39 and 46, Redick's Addition, being a tract of ground, with a frontage on both Twenty-fourth and Twenty-fifth streets of 203 feet and a depth from street to street of 280 feet.....	20,000	40,000	60,000
Monmouth Park..	A two-room frame building, heated by stoves, on lots 1, 2, 3, 4 and 5, block 8, Monmouth Park, Thirty-third and Meredith streets, having a frontage of 240 feet on Meredith street and 125 on Thirty-third street.....	2,500	1,000	3,500
Omaha View .....	A ten-room brick building, heated by direct steam from one boiler, located on lots 17, 18, 19 and 20, in block 10, Omaha View Addition, at the corner of Thirty-second and Corby streets, having a frontage of 200 feet on Corby street and 120 feet on Thirty-second street....	5,000	18,000	23,000
Pacific .....	An eight-room brick building, heated by two Richard & Boynton furnaces and two Hess furnaces, located on lots 2 and 3, in block 249, City of Omaha, on Pacific street, between Ninth and Tenth, having a frontage of 132 feet on Pacific street and a depth of 147 feet .....	3,000	10,000	13,000

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	DESCRIPTION AND LOCATION OF GROUNDS AND BUILDINGS	Valuation of Grounds	Valuation of Buildings	Total Valuation
Park .....	A twelve-room brick building, heated by steam, both direct and indirect, with fan ventilation, located on lots 9, 10 and 11, in block 12, Hanscom Place, at the corner of Twenty-ninth street and Woolworth avenue, having a frontage of 142 feet on Woolworth avenue and 150 feet on Twenty-ninth street .....	\$7,500	\$22,000	\$29,500
Pleasant .....	A two-room brick and a two-room frame annex, heated by Richardson & Boynton furnace, located on lots 26 and 29, Griffin & Isaacs' Addition, with a frontage of 132 feet on Twenty-fifth avenue, near St. Mary's avenue, and a depth of 112 feet .....	10,000	4,000	14,000
Saratoga .....	An eight-room brick building, warmed by Fuller & Warren furnaces, and located on lots 12 and 13, Section 3, Town 15, Range 13 east of the Sixth Principal Meridian, at the corner of Ames avenue and Twenty-fourth street, having a frontage of 264 feet on Ames avenue and 132 feet on Twenty-fourth street .....	4,000	26,000	30,000
Sherman .....	Two two-room frame buildings, heated by stoves, located on lots 1, 2, 3, 4, 21, 22, 23 and 24, in block 1, Reunion Addition—being a tract of land 200x264 feet, lying between Webster avenue and Gust street.	4,000	1,600	5,600
Train .....	An eight-room brick building, heated by indirect steam and Holbrook & Kane ventilation, located on lots 5 and 6, block 38, Credit Foncier Addition to City of Omaha, having a frontage of 152 feet on Hickory street and 132 feet on Sixth street .....	5,000	30,000	35,000

Vinton .....	A two-room brick and a two-room frame building, warmed by small furnace and stoves, located on a part of tax lot 21, Section 34, Town 15, Range 13, east of the Sixth Principal Meridian, at the corner of Twenty-first and Boulevard streets, having a frontage of 155 feet on Boulevard avenue and 240 feet on Twenty-first street..	2,500	1,000	3,500
Walnut Hill .....	A ten-room brick building, heated by indirect steam, with Holbrook & Kane ventilation, located on lots 52, 53, 54, 55, 56, 57, 58 and 59, in block 2, Saunder's & Himebaugh's Addition to Walnut Hill, fronting on Hamilton, near Forty-fourth street, having a frontage on Hamilton street of 176 feet.....	6,000	18,000	24,000
Webster .....	A twelve-room brick building, heated by direct steam, located on lots 9, 10, 11 and 12, block 3, Hillside Addition No. 2, at corner of Twenty-eighth and Webster streets, having a frontage of 200 feet on Webster street and 150 feet on Twenty-eighth street.....	10,000	32,000	42,000
West Side .....	A two-room frame building, heated by stoves, located on lots 21, 22, 23, 24 and 25, block 15, West Side Addition, at corner of Forty-eighth and William streets, having a frontage of 200 feet on William street and 132 feet on Forty-eighth street.....	1,700	1,000	2,700
Windsor ...	An eight-room brick building, heated by four Fuller & Warren furnaces, located on ground 133x300 feet at Thirty-fourth and Martha streets, having a frontage of 133 feet on Martha street.....	6,000	27,000	33,000
The Store .....	A frame building, heated by stoves, located on lot 3, block 174, fronting on Jackson street, between Twelfth and Thirteenth streets, used for storing books, stationery and supplies, having a frontage of 66 feet on Jackson street and a depth of 132 feet.....	12,500	800	13,300
Total .....		\$780,800	\$819,900	\$1,600,700



## SCHOOL BOUNDARIES.

HIGH SCHOOL.—For all the pupils in the city who have completed the eighth-grade work.

AMBLER SCHOOL BOUNDARY: On the north, Center street; on the east, the Belt Line; on the south, city limits, and on the west, Forty-eighth street.

BANCROFT SCHOOL BOUNDARY: On the north, Martha street; east, the river to Spring street; west, Spring street to Ninth; south to Valley; west to Thirteenth; north to Spring; west to Seventeenth; north to Oak; west to Vinton; north to Fourteenth; Fourteenth to Martha.

CASS SCHOOL BOUNDARY: On the north by Nicholas street to the river; on the east by the river; on the south beginning at the river on Chicago street, west to Twelfth, south to Davenport, west to Thirteenth, south to Capitol avenue, west on Capitol avenue to Fourteenth, south to Douglas, west on Douglas to Seventeenth, on the west by Seventeenth street to Nicholas.

CASTELLAR SCHOOL BOUNDARY: Beginning at Twentieth and Center, east on Center to Seventeenth street; south on Seventeenth street to a point midway between Center and Dorcas, east to Fourteenth street, south on Fourteenth to Vinton, west and south on Vinton to Elm street, west on Elm to tracks, north on tracks to Center, east on Center to Twentieth.

CENTRAL SCHOOL BOUNDARY: Beginning at the corner of Webster and Seventeenth streets, south on Seventeenth to Harney, west on Harney to Nineteenth, south on Nineteenth to St. Mary's avenue, west on St. Mary's avenue to Twenty-fourth, north on Twenty-fourth to Half Howard, west on Half Howard to Twenty-sixth, north on Twenty-sixth to Farnam, west on Farnam to

Twenty-sixth (jog), north on Twenty-sixth to Dodge, west on Dodge to Twenty-seventh avenue, north on Twenty-seventh avenue to Davenport, east on Davenport to Twenty-sixth, north on Twenty-sixth to California, east on California to Twenty-fourth, north on Twenty-fourth to Webster, east on Webster to Seventeenth street.

**CENTRAL PARK SCHOOL BOUNRARY:** On the north and west by city limits, south by Pratt street, on the east by Thirty-sixth street.

**CLIFTON HILL SCHOOL BOUNDARY:** On the north by Pratt street, on the east by Thirty-sixth street, until it crosses the Belt Line, thence along the Belt Line to Blondo street, west on Blondo street to city limits, on the west by the city limits.

**COLUMBIAN SCHOOL BOUNDARY:** Beginning at Farnam and city limits, east on Farnam to Thirty-fifth street, south on Thirty-fifth street to Center, west on Center to Forty-second, north on Forty-second to Leavenworth, west on Leavenworth to city limits, north on city limits to Farnam.

**COMENIUS SCHOOL BOUNDARY:** Beginning on Thirteenth at the tracks, south on Thirteenth to Hickory, west on Hickory to Fourteenth, south on Fourteenth to a point midway between Center and Dorcas; west on this line to Seventeenth street, north on Seventeenth to Center, west on Center to tracks, north on tracks to Thirteenth street.

**DAVENPORT SCHOOL BOUNDARY:** Beginning at California and city limits, east on California street to Fortieth, north on Fortieth street to Cuming, east on Cuming street to Thirty-sixth street, south on Thirty-sixth to Webster, east on Webster to Thirty-fourth street, south

on Thirty-fourth street to Dodge, west on Dodge to Thirty-fifth street, south on Thirty-fifth street to Farnam, west on Farnam to city limits, north to California street.

**DODGE SCHOOL BOUNDARY:** Beginning at Twelfth and Chicago streets, on the north by Chicago street to the river, on the east by the river; starting from the river at Farnam street, south on the railroad tracks to Twelfth street, north on Twelfth street to Howard, west on Howard to Fourteenth street, north on Fourteenth street to Capitol avenue, east on Capitol avenue to Thirteenth street, north on Thirteenth to Davenport, east to Twelfth, north to Chicago street.

**DRUID HILL SCHOOL BOUNDARY:** Beginning at intersection of Sprague and Thirty-sixth streets, thence eastward to the Belt Line road, thence northeast along the Belt Line road to Twenty-eighth street, thence south to Pinkney street, thence west to Thirty-sixth street, and thence north to Sprague street.

**DUPONT SCHOOL BOUNDARY:** Beginning at Hanscom Park and Lyman street, south on Lyman to Wright street, west on Wright to Thirty-first street, south on Thirty-first to railroad tracks, follow tracks north to Center street, west on Center to Park, south on east side of Park to Dorcas street, west to place of beginning.

**ECKERMAN SCHOOL BOUNDARY:** On the north by Pine street to Forty-eighth, Forty-eighth south to city limits, on the south and west by city limits.

**FARNAM SCHOOL BOUNDARY:** Beginning at Twenty-seventh and Leavenworth streets, west on Leavenworth to Thirty-fifth street, north on Thirty-fifth street to Dodge, east on Dodge to Thirty-fourth street, north on Thirty-fourth to Davenport, east on Davenport to Twenty-seventh avenue, south on Twenty-seventh avenue to

Dodge street, east on Dodge street to Twenty-sixth street, south on Twenty-sixth to Half Howard, west on Half Howard to alley between Twenty-sixth street and Twenty-sixth avenue, south through alley to St. Mary's avenue, west on St. Mary's to Twenty-seventh street, south on Twenty-seventh to Leavenworth.

**FOREST SCHOOL BOUNDARY:** Beginning at Seventeenth and Spring streets, east on Spring street to Thirteenth, south on Thirteenth to Valley, east on Valley to Ninth, from Ninth obliquely across to tracks at Sacket street, west on Sacket to the river, the river south to city limits, west on city limits to Seventeenth street, north on Seventeenth street to Spring street.

**FORT OMAHA SCHOOL BOUNDARY:** On the north by city limits; on the east by Twentieth street, on the south by Grand avenue, on the west by Thirty-sixth street.

**FRANKLIN SCHOOL BOUNDARY:** Beginning at Thirty-second and Cuming, on Thirty-second to Hamilton, east on Hamilton to Thirtieth, north on Thirtieth to Yates, west on Yates to west line of Cemetery, north on west line of Cemetery to Lake street, west on Lake street to Belt Line, south on Belt Line to Franklin, east on Franklin to Lowe avenue, south on Lowe avenue to Charles street, east on Charles to Pleasant, south on Pleasant to Cuming, east on Cuming to Thirty-second street.

**GIBSON SCHOOL BOUNDARY:** On the north, beginning at Ninth, east on Spring street to the river, on the east by the river, south by Sacket street to railroad tracks, thence obliquely across to Ninth and Valley, north on Ninth to Spring street.

**KELLOM SCHOOL BOUNDARY:** On the north, Grace street from Twenty-fourth to Twentieth, south on



Twentieth to Clark street, east on Clark to city limits, on the west from Grace south on Twenty-fourth to Charles, west on Charles to Twenty-fifth street, south on Twenty-fifth to Hamilton, west on Hamilton to Twenty-sixth street, south on Twenty-sixth to Indiana, east on Indiana to Twenty-fifth street, south on Twenty-fifth to Cuming, west on Cuming to Twenty-fifth avenue, south on Twenty-fifth avenue to California, east on California to Twenty-fourth, north on Twenty-fourth to Webster, east on Webster to Seventeenth, north to Nicholas, east on Nicholas to river.

**LAKE SCHOOL BOUNDARY:** Commencing on Clark street at city limits, west to Twentieth, north to Grace, west on Grace to Twenty-fourth, north to Burdette, west on Burdette to Twenty-sixth street, north to Locust, east on Locust to Twentieth, north on Twentieth to Binney, east on Binney to city limits, on the east by the city limits.

**LEAVENWORTH SCHOOL BOUNDARY:** Beginning on the Union Pacific tracks at Twelfth street, south to Twenty-first street, north on Twenty-first to St. Mary's avenue, east on St. Mary's to Nineteenth street, north to Harney, east on Harney to Seventeenth, north to Douglas, east to Fourteenth, south on Fourteenth street to Howard, east to Twelfth, and south to the tracks.

**LINCOLN SCHOOL BOUNDARY:** Beginning at Thirteenth and William streets, east on William to Tenth street, south on Tenth to Worthington, east on Worthington to Eighth, south on Eighth to Martha, west on Martha to Fourteenth, north on Fourteenth to Hickory, east on Hickory to Thirteenth, north to William.

**LONG SCHOOL BOUNDARY:** Northwest corner Thirty-first and Burdette streets, south on Thirty-first to Yates, east on Yates to Thirtieth, south on Thirtieth to



Caldwell, east on Caldwell to Twenty-sixth, north on Twenty-sixth to Hamilton, east on Hamilton to Twenty-fifth street, north on Twenty-fifth to Charles, east to Twenty-fourth, north on Twenty-fourth to Burdette, west on Burdette to Thirty-first.

**LOTHROP SCHOOL BOUNDARY:** Beginning at Manderson, south on Twenty-eighth to Locust, east on Locust to Twentieth, north on Twentieth to Binney, east on Binney to Sherman avenue, north on Sherman avenue to Manderson, west on Manderson to Twenty-eighth street.

**MASON SCHOOL BOUNDARY:** St. Mary's avenue and Twenty-seventh street, east on St. Mary's avenue to alley between Twenty-sixth avenue and Twenty-sixth street, north through alley to Half Howard, east on Half Howard to Twenty-fourth street, south on Twenty-fourth to St. Mary's, east on St. Mary's to Twenty-first street, south on Twenty-first to tracks, follow tracks to Twenty-fourth, north on Twenty-fourth to Poppleton avenue, west on Poppleton avenue to Twenty-fifth avenue, north on Twenty-fifth avenue to Pierce, west on Pierce to Twenty-seventh street, north on Twenty-seventh street to St. Mary's avenue.

**MONMOUTH PARK SCHOOL BOUNDARY:** On the north by Grand Avenue, on the east by Thirtieth street, on the south by the Belt Line and Sprague street, and on the west by Thirty-sixth street.

**OMAHA VIEW SCHOOL BOUNDARY:** Beginning at Thirty-sixth and Pinkney streets, east on Pinkney to Twenty-eighth street, south on Twenty-eighth to Locust, east on Locust to Twenty-sixth street, south on Twenty-sixth to Burdette, west on Burdette to Thirty-first street, south on Thirty-first to Yates, west on Yates to Thirty-third, north on Thirty-third to Lake, west on Lake to Belt Line, follow Belt Line north to Thirty-sixth street, Thirty-sixth north to Pinkney.

**PACIFIC SCHOOL BOUNDARY:** On the east by the river, from the river west on Poppleton avenue to Sixth street, south on Sixth to Worthington avenue, west on Worthington to Tenth street, north on Tenth to William, west on William to Thirteenth, north on Thirteenth to railroad tracks, follow tracks north to the river.

**PARK SCHOOL BOUNDARY:** Beginning at Twenty-seventh and Leavenworth streets, south on Twenty-seventh to Pierce, east on Pierce to Twenty-fifth avenue, south on Twenty-fifth avenue to Poppleton avenue, east on Poppleton to Twenty-fourth street, south on Twenty-fourth to Union Pacific tracks, west from tracks on Center to Thirty-fifth street, north on Thirty-fifth to Leavenworth street, east on Leavenworth to Twenty-seventh street.

**PLEASANT SCHOOL BOUNDARY:** Annex to Central for eighth grade.

**SARATOGA SCHOOL BOUNDARY:** Thirtieth street and Grand avenue, east on Grand avenue to city limits, south on city limits to Manderson, west on Manderson to Twenty-eighth street, north on Twenty-eighth to Belt Line, west on Belt Line to Thirtieth, north on Thirtieth to Grand avenue.

**SHERMAN SCHOOL:** North Omaha.

**TRAIN SCHOOL BOUNDARY:** Beginning at Sixth and Poppleton avenue, east to the river, on the east by the river, on the south by Martha street to Eighth street, north on Eighth to Woolworth avenue, east on Woolworth to Sixth street, north on Sixth to Poppleton avenue.

**VINTON SCHOOL BOUNDARY:** Beginning at the Union Pacific tracks on Elm street, east on Elm to Vinton, south on Vinton to Oak, east on Oak to Seventeenth,

south on Seventeenth to city limits, west on city limits to tracks, follow tracks north to Oak street.

**WALNUT HILL SCHOOL BOUNDARY:** Yates and city limits, east on Yates to Belt Line, south on Belt Line to Franklin, east on Franklin to Fortieth, south on Fortieth to Charles, east on Charles to Thirty-eighth street, south on Thirty-eighth to Cuming, west on Cuming to Fortieth, south on Fortieth to California, west on California to city limits, city limits north to Yates.

**WEBSTER SCHOOL BOUNDARY:** Thirty-second and Hamilton streets, east on Hamilton to Thirtieth street, south on Thirtieth to Caldwell, east on Caldwell to Twenty-sixth street, south on Twenty-sixth to Indiana, east on Indiana to Twenty-fifth street, south on Twenty-fifth to Cuming, west to Twenty-fifth avenue, south on Twenty-fifth avenue to California, west on California to Twenty-sixth street, south on Twenty-sixth street to Davenport, west on Davenport to Thirty-fourth street, north to Webster, west on Webster to Thirty-sixth street, north to Cuming, east to Thirty-second street, north to Hamilton.

**WEST SIDE SCHOOL BOUNDARY:** Forty-eighth and Leavenworth, east on Leavenworth to Forty-second street, south on Forty-second to Center, west on Center to Forty-eighth, north on Forty-eighth to Pine, west on Pine to city limits, north on city limits to Leavenworth, east on Leavenworth to Forty-eighth street.

**WINDSOR SCHOOL BOUNDARY:** Hanscom Park, south on Lyman to Wright street, west on Wright to Thirty-first street, south on Thirty-first to railroad tracks, follow tracks to Belt Line, north on Belt Line to Center, east to Hanscom Park, south on west side of Park to Dorcas street, east to place of beginning.

UNIVERSITY OF ILLINOIS-URBANA



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